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ABSTRACT

These proceedings contain eight presentations that report research in the area of marketing and distributive education: "An Analysis of Private-Sector Training and Development for Marketing and Service Related Industries" (Stewart Husted); "Microcomputers: Updating the Teaching of Merchandising in the Virginia Tech Teacher Education Curriculum" (Betty Heath); "Extent of Involvement of Special Needs Students in DECA (Distributive Education Clubs of America): A National Perspective" (Hill, Sarkees); "An Experimental Research Study of the Correlation between Aptitude and BASIC Computer Operations" (LeVene Olson); "An Experimental Investigation of the Need for Mediated Cognitive Strategies for Merchandising Majors in Information-Embedded Environments" (Stephen Lucas et al.); "Assessing the Outcomes of Marketing Teacher Preparation Using Modules Supplemented by Instructional Television" (Burns, Bowman); "A Study of the Relative Importance of Basic Economic Concepts for Curriculum Emphasis in Retail and Office Occupation Cooperative Programs in Jefferson County, Alabama, as Perceived by Selected Program Related Respondents" (Frances Jackson); and "Evaluation of the Goals and Experiences of Participants in the Missouri Career Association" (Wally Holmes). (YLB)

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marketing & distributive education

# National Research Conference Report

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# MARKETING AND DISTRIBUTIVE EDUCATION
# NATIONAL RESEARCH CONFERENCE

March 16 - 17 - 18, 1984
University of Georgia
Athens, Georgia

Co - Chairman

Dr. Lester Sanders, University of Georgia
Dr. Dale Dean, University of Alabama
Dr. Tracy Trussell, Auburn University
Dr. Harold Williams, Auburn University

Proceedings Printed By
Center For Vocational and Adult Education
Auburn University

## INTRODUCTION

This conference is the outgrowth of many discussions at the annual Southern Region Marketing and Distributive Education Conference. The MDE teacher-educators attending these conferences consistently expressed a desire for a research conference that would provide a forum for presenting research findings to the peer group and to other educational audiences.

The MDE group felt that a vehicle was needed for teacher-education personnel (especially persons new to the field) to become active in MDE research, presentation and publication. It was recommended that mini-workshops be held at the conference covering topics such as: grantsmanship, selecting research topics, preparing narrative materials from raw data, etc. Various other types of research agenda can be prepared as needs arise.

Southern Region MDE teacher-educators are in agreement concerning the need for this type conference and desire that it should be an annual event. The current university sponsors Alabama, Auburn, and Georgia, are committed to sponsor the conference in 1985.

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MARKETING AND DISTRIBUTIVE EDUCATION NATIONAL RESEARCH CONFERENCE

Center for Continuing Education

The University of Georgia

March 16, 17 and 18, 1984

Sponsored jointly by MDE Division of AVA, Southern Region MDEA, University of Alabama, Auburn University and The University of Georgia.

March 16

| | |
|---|---|
| 2:00 pm - 5:00 pm | Registration - Center for Continuing Education. |
| 7:00 pm - 7:15 pm | Opening Session<br>Lester E. Sanders, Conference Chairperson<br>Gerald R. Firth, Dean, College of Education<br>C. Paul Scott, Head, Division of Vocational Education |
| 7:15 pm - 8:15 pm | Workshop Session I<br>"Grantsmanship"<br>Patrick D. Green, Assistant Vice-President for Research, The University of Georgia |
| | Workshop Session II<br>"Writing Manuscript From Research Findings"<br>Roy C. O'Donnell, Head, Language Education Department, The University of Georgia |
| | Workshop Session III<br>"Identifying Research Topics"<br>Lynda H. Walters, Associate Dean, College of Home Economics, The University of Georgia |

March 17

| | |
|---|---|
| 8:30 am - 10:00 am | Presentation of Research Papers |
| 10:00 am - 10:15 am | Break |
| 10:15 am - 11:45 am | Presentation of Research Papers |
| 11:45 am - 1:00 pm | Lunch - Center for Continuing Education |
| 1:00 pm - 2:30 pm | Presentation of Research Papers |
| 2:30 pm - 2:45 pm | Break |

March 17 (continued)

| | |
|---|---|
| 2:45 pm - 4:15 pm | Presentation of Research Papers |
| | Special Presentations and Remarks |
| | James R. Gleason, Executive Director, Interstate Distributive Education Curriculum Consortium (IDECC) |
| | Mary K. Klaurens, Professor, University of Minnesota and Vice-President AVA, MDE Division |
| 4:30 pm - | Dinner and Relaxation - On Your Own |

March 18

| | |
|---|---|
| 8:30 am - 9:00 am | Recommendations |
| | Tracy Trussell, Assistant Professor Auburn University |
| 9:00 am - 9:30 am | Preplanning for the Future |
| | Harold W. Williams, Assistant Professor Auburn University |
| 9:30 am - 10:00 am | Awards and Presentations |
| | Dale Dean, Assistant Professor University of Alabama |
| 10:00 am - 10:15 am | Evaluation |

Research Reports

# An Analysis of Private-Sector Training and Development For Marketing and Service Related Industries

Dr. Stewart W. Husted

Indiana State University

Terre Haute, IN 47809

An Analysis of Private Sector Adult Training and Development for Marketing and Related Service Industries

## INTRODUCTION

Training and development is experiencing an increasingly important role in today's "human capital crisis". Marketing and Distributive Education has long played an important part in the role of training adults, but there seems to be some question as to our current role. Historically MDE teacher-coordinators have worked in adult training in their local communities since 1937. However, the 1963 Vocational Education Act encouraged a shift from supplementary adult education in marketing to preparatory courses in secondary schools. Thus, except for a handful of states, there is little activity in the area of adult training and development by MDE personnel. This despite a committment goal made at the 1980 Vail MDE Conference to train 950,000 adults by 1985 (total MDE enrollments for 1980-81 were 929,669) (Nelson, 1982).

In a recent institutional ad, "Nailing Down Fuller Employment", Ruben F. Mettler, Chairman of TRW, Inc., asserted that private and public training programs lack the coordination needed to help get people back to work. He made a strong case for employer provided training . . . "Business should assume responsibility for more (job) training. The reason: business provides most of the jobs and operated the nation's largest training system--its own. For example, in 1982, federal, state, and local government spent $9 billion for training; business $30-50 billion," ("CEO Sees Job Training", 1982) vocational education (all levels) $5 billion; and CETA just less than $1 billion.

According to experts, training in business and industry is becoming one of the most rapidly expanding fields in our nation today. Corporations are involved not only in specific job training, but they are also becoming active in providing broader educational/developmental programs for employees. The largest portion (40 percent) of formal training is concentrated on business and management courses.

The largest sources of employee training occur in the service sector (educational and hospital), manufacturing, and public administration respectively (Gorovity, 1983). Although the service sector provides more than 60 percent of the employment and around 60 percent of the U.S. GNP, inadequate attention is devoted to preparing individuals for the marketing of services.

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The 1983 curriculum position paper prepared for IDECC states, "The service marketing sector includes diverse industries in need of education of all levels of responsibility. For the most part, specialized curricula for the preparation and advancement of service marketing personnel are inadequate. The service marketing industries deserve a more effective response to their needs. Marketing education should promote a unified effort among vocational educators to integrate instruction for necessary technical, information processing, marketing and management competencies into innovative curriculum packages that appeal to and provide substance for service marketing personnel" (Buchner, 1983).

Presently there are an estimated 212,877 full-time private-sector trainers and 786,122 part-time trainers. Projections for adult training and development expansion indicate a continuing growth. The following facts support this conclusion according to Carnevale and Goldstein, authors of Employment Training: Its Role and An Analysis of New Data (ASTD, 1983). They include: (1) The majority of workers fall into the 25-44 age group that receives the most training; (2) training for women is on the rise--their rate of increase in training is higher than any other group; and (3) employment growth will occur in the industries where training is most intensive (Gorovity, 1983).

Furthermore, John Naisbitt, author of Megatrends, claims that as American shifts from industrial production to providing information and services, workers will be less likely to remain in the same job or profession for life. Marvin Cetron of Forecasting International agrees. He believes that "lifelong learning will become a fact of life as people will require full-scale retraining every 10 years for the four to six career changes they will undergo" ("Speakers Challenge ASTD", 1983).

In order to find the MDE niche in this expanding area, a study is needed to assess how MDE professionals can better articulate adult MDE curriculums with the various providers of marketing education. How well we articulate our training and curriculum efforts, may well determine how well we solve the current human resources crisis.

## Statement of the Problem/Objectives

The problem of this study is twofold: (1) to describe and analyize training and development providers in selected private-sector marketing and service related industries, and (2) to establish recommendations for articulating adult MDE curriculums with private-sector marketing and related service providers. Another part of the problem dealing with the development of a marketing education/training and development major has been omitted from this research report, since data and results were reported at the 1984 AVA/MDE convention.

The objectives of the study will be to answer the following questions:

1. What are the specific training and development needs of selected private-sector marketing and related service industries?

2. What types of educational software and methods are used to train employees in selected private-sector marketing and related service industries; how often are they used; and what are the sources for utilized educational software.

3. What types of training delivery systems are used to provide training for employees in selected private-sector marketing and service industries; and how do training directors rate the effectiveness of each delivery system?

## Hypothesis

To determine if certain variables affect the extent of agreement between each marketing or related service industry, the following null hypotheses were tested:

$H^1$ There is no significant difference in the degrees of importance that each marketing and related service industry places on various types of training.

$H^2$ There are no significant differences between marketing and service related industries in the frequency of use or in their sources for various types of educational software.

$H^3$ There are no significant differences between marketing and service related industries in whether they would or would not use community trainers, or in the amounts they would be willing to pay for seminars taught by community trainers.

$H^4$ There is no significant difference between marketing and service related industries and their evaluation of marketing education delivery systems.

## Purpose

This study was commissioned by the Interstate Distributive Education Curriculum (IDECC) as an inkind project. Its purpose was to conduct an analysis of private-sector training and development providers within selected marketing and service related industries. The analysis should determine such things as specific training needs; departmental organization; delivery systems; training methods, and educational software utilized.

This information can be used by marketing educators to develop a national adult training and development "franchise" system for marketing education. If successful, adult training and development courses and materials could be offered to marketing and service related industries in communities across the nation. Instruction could be organized by a local marketing education teacher-coordinator or adult specialist, and offered through a Training and Development Center for Marketing Education.

## Scope and Delimitations

The scope of this study is limited to those ASTD personnel employed in private-sector marketing or related service industries whose job titles indicate some managerment or administrative responsibility for the training and development function. This factor could influence the study results because it eliminates part-time training personnel, small business owners/managers and others who may be directly involved such as personnel directors, etc. Another limitation is the exclusion of trainers, materials developers and other specialists in media, career development, and in international training. Furthermore, it must be recognized that most interviews conducted were from a "convenience" sample (Eastern half of the U.S.), and thus any generalizations must be limited to the individuals interviewed.

Delimitations imposed on the study include parts of the topic which are eliminated because they are not normally associated with the field of Marketing and Distributive Education or because of time and money limitations. These include: (1) Selected private-sector marketing and related service industries were chosen. Those chosen were retail trade, financial institutions, food marketing, hospitality marketing, petroleum marketing insurance and real estate, and transportation. In addition, sales and marketing training and development personnel in manufacturing and other industries are included; (2) the survey questionnaire addresses only selected topics which have been excluded in previously conducted research, and topics which are of special interest to the MDE community. The study does not attempt to fully analyize private-sector training for marketing and service related industries.

## REVIEW OF THE LITERATURE

Searches of related literature in the Education Resources Information Center (ERIC) and ABI/INFORM data bases were conducted; items found are shown in the bibliography. It should be noted that the "Review of the Literature" section of the final report submitted to IDECC was 42 pages in length. It includes descriptive industry breakdowns concerning current training and development practices.

## RESEARCH PROCEDURES AND METHODOLOGY

This study and resulting paper are analytical in nature. The study procedures involve five areas: (1) population and sample, (2) sampling technique, (3) personal interviews, (4) instrumentation, and (5) analysis of data.

### Population and Sample

The population for this study consisted of all training directors (or similar titles) who were members of the American Society for Training and Development (ASTD) and who were employed in marketing and service related

industries. There are approximately 23,000 members of ASTD. This organization was selected because its membership contains the largest group of training and development directors found in marketing and related service industries, and because there is no available list which contains the names of all training and development directors in marketing and service related industries. Furthermore, there is no research or evidence to suggest the non-ASTD members are different from ASTD members.

For an individual to be eligible for this study, these requirements had to be met: (1) must be an ASTD member; (2) must have the title of director of training and development or a related title; (3) must be in a marketing or service industry; and (4) must be the senior T & D director/manager among those in the organization who belong to ASTD.

## Sampling Technique

A "purposeful" sample of 684 members was selected to include all training directors or other T & D personnel with management or administrative responsibility for training and development in selected private-sector marketing and service related industries or in the sales and marketing divisions of manufacturing and other industries.

The sample was divided into eight independent groups by industry. They included: retail trade, finance and credit, food marketing, hospitality marketing, petroleum marketing, real estate and insurance, transportation, and manufacturing (sales and marketing) and other. The number of participants selected varied depending on industry membership size. All ASTD members in the above industries with the titles (or similar titles) training director, training supervisor, training officer, training coordinator, training administrator, training specialist, training manager, director of sales training, or V.P. training and development were selected. See Table 1.

TABLE 1

ASTD SAMPLE

| | Sample Size | Percent of Sample Size | Useable Returns |
|---|---|---|---|
| Financial Institutions | 273 | 39.9 | 94 |
| Retail Trade | 104 | 15.2 | 35 |
| Hospitality Marketing | 77 | 11.3 | 28 |
| Sales and Marketing: Manufacturing/Other | 72 | 10.5 | 27 |
| Insurance/Real Estate | 66 | 9.6 | 23 |
| Transportation | 43 | 6.3 | 7 |
| Food Marketing | 26 | 3.8 | 9 |
| Petroleum Marketing | 23 | 3.4 | 2 |
| TOTAL | 684 | 100% | 226 |

The data for this study was compiled from 226 usable questionnaires (33 percent) returned from a "purposeful" sample of 684 ASTD members. All questionnaires returned were usable. Table 1 illustrates the number of individuals selected in each region, the number of responses in each industry, the number of usable responses in each region, the number of unusable responses, the number of non-respondents, and the percentages of each category of response in each industry. As shown in Table 1, in the finance and credit industry, 273 individuals were selected. Of the 273, 94 responded. This represents 34.4 percent of return for this industry. One hundred and four individuals were selected from the retail trade industry. Of the 104 individuals, 35 responded. This represented a 33.6 percent return. From the 77 individuals selected from hospitality marketing, 28 responded for a 36.3 percent response from this industry. Seventy-two individuals were selected from the sales and marketing (sales training) industry. Fifteen responses were received (22.7 percent response). Sixty-six individuals were selected from the insurance and real estate industries. From this group, 23 or 34.8 percent responded. Transportation had 43 selected. Seven responded (16.2 percent). Of the 26 individuals selected from the food marketing industry, nine responded for a 34.6 percent return. Finally, two of 23 responded (.9 percent) from the petroleum marketing industry.

## Instrumentation

In addition on-site interviews/tours were conducted with 15 corporate training directors or their representatives for the following organizations and industries: Bloomingdale's (department store); L.L. Bean (retail mail-order); Bank One (financial institution); McGraw-Hill (publishing sales); Proctor & Gamble (consumer products sales); McDonald's (food service); Wendy's (food service); Disneyland (tourism/entertainment); RAX (food service); Delta Airlines (transportation); Kroger (supermarket); Kobackers (supermarkets); Regency Hyatt (hotels); On-Line Computer Center (business service); and the National Retail Hardware Association (retailing). Information obtained from this "convenience" sample of organizations was utilized in developing a survey and as a basis for developing in-depth "cases" of selected organization/industries (these are not included in this research report).

Organizations chosen represent a wide variety of private-sector marketing and related service industries. Selection criteria revolved around two major factors: (1) proxity to primary research sites (Terre Haute, IN; Columbus, OH; Atlanta, GA; and New York City, NY); and (2) reputation for being an industry leader.

Interviews were usually conducted with training directors and often several additional training staff members. The typical interview was not formally structured and lasted from 90 minutes to 2 hours in length. The purpose of the interviews was to visit facilities; to survey general training needs; to get an in-depth look at "typical" training and development departments; and to survey the need for a Marketing Education/Training and Development major. If training facilities existed, a tour was usually included.



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Although interviews were not formally structured, six basic questions were asked during the interviews. They include: (1) How is your department organized, and how does it differ from others in your industry?; (2) What types of training are conducted in your organization?; (3) What training and development trends do you see emerging in your industry?; (4) Do you see a need for a major to train entry-level training and development personnel?; (5) Would you use Marketing Education/Training and Development students for internships?; and (6) What types of educational software and training methods does your department use to train employees?

In addition to information gathered from interviews of corporate and association training directors, input was sought from Dr. Jim Gleason, IDECC Director and Dr. Mike Crowe, R & D Specialist at the National Center for Research in Vocational Education. Dr. Gleason provided input for Part III of the survey on types of questions to be asked, wording, questionnaire design, etc. Dr. Crowe reviewed the cover letter and instrument design. Both individuals made serveral helpful suggestions.

Using this input a pilot survey was developed and mailed to an advisory panel of 10 individuals representing education and the T & D industry. Five members returned the instrument by the deadline date. Based on recommendations from the panel, an attempt was made to streamline the questionnaire, shorten the cover letter, and to add two new descriptive questions (Part I).

The final instrument was divided into three parts. The first was a descriptive section to determine titles, experience, degrees, age, sex, etc. The second section was specifically designed for use by Indiana State University. This part used a variety of formats for determining information on program need, course requirements, entry level qualifications and roles, and questions related to the hiring of teachers and the providing of business T & D internships. Finally the third section was designed for use by IDECC in the development of instructional materials and courses for adults employed in marketing and service related occupations. Again a variety of question formats were used to determine present training courses and content taught in the field, importance of various types of training, educational software used and the frequency of use, methods used for training, and the willingness of industry to use an organization like IDECC to provide employee training. In addition, information was sought about the value and use of various training delivery systems.

After the questionnaire was sufficiently refined, it was prepared for mailing to 684 individuals selected for the study. The questionnaire, a cover letter, and a business reply envelope were sent to each of the selected individuals.

The initial mailing received a total response of 152 or 22.2 percent within a six week period. A follow-up letter, questionnaire, and business reply envelope were then mailed to the remaining non-respondents. Within a four week period, an additional 74 (10.8 percent) questionnaires were received. The total response for both mailings was 33 percent.

Although this response was more than the anticipated industry survey average (10-15 percent), it was short of the 80 percent needed to indicate valid unbaised results. Therefore, using a table of random numbers, approximately 10 percent of the non-respondents were chosed proportionally from each represented industry. Forty-five individuals will be sent a certified letter containing an additional questionnaire and a business reply envelope. In order to check initial reliability, the results from the certified mailing will then be compared with the 226 useable responses from the original mailing and follow-up. This procedure is currently being completed.

A Pearson product correlation will be used, and the means for each item for respondent and non-respondent groups will be computed. A correlation test will then be computed based on the total set of means. If a high correlation is found it can be concluded from the test that the results of the initial respondent groups were reliable.

## Statistical Analysis

The information from the returned questionnaires was keypunched into the CYBER Computer at Indiana State University. The Statistical Package for Social Science (SPSS) computer program was utilized to compile data. Analysis of variance was used to test significant differences among industries. This test was used as a check for validity and was chosen because most of the commonly used statistical tests assume variances to be roughly equal and because the researcher's hypothesis concerns the variability of sample means.

A chi-square test was used to test the null hypothesis and relationships between variables for the entire sample (all industries). The chi-square test was chosen because it is especially useful when the traits or characteristics being considered are continuous variable that have been categorized. The level of significance for the rejection of the null hypothesis was set at the 0.06 level.

# FINDINGS

The purpose of this chapter is to present an analysis of the 226 useable responses received from participants in this study. This section is divided into three main sections: (1) The first part presents a description of the initial respondents and their programs; (2) the second part describes training courses, educational software, training methods, and community trainers, seminars, and cost; and (3) the third section analyizes relationships between selected marketing and service related industries and various variables.

## Description of Respondents

A description of the 226 respondents of this study are found in Table 2.

TABLE 2

COMPOSITE PROFILE OF T & D DIRECTORS
(N=226)

| DESCRIPTION | FREQUENCY | PERCENT |
|---|---|---|
| A. Job Title | | |
| T & D Manager | 76 | 33.6 |
| T & D Director | 73 | 32.3 |
| T & D Officer | 19 | 8.4 |
| V.P. for T & D | 15 | 6.6 |
| T & D Specialist | 22 | 9.7 |
| T & D Administrator | 11 | 4.7 |
| Other | 22 | 9.7 |
| Left Blank | 1 | .4 |
| | 226 | 100.0 |
| B. Level of Management/Administrative Responsibility | | |
| Corporate | 171 | 75.7 |
| Regional | 30 | 13.3 |
| District | 8 | 3.5 |
| Branch/Office/Store | 12 | 5.3 |
| Left Blank | 5 | 2.2 |
| | 226 | 100.0 |
| C. Sex | | |
| Male | 118 | 52.2 |
| Female | 108 | 47.8 |
| | 226 | 100.0 |
| D. Age | | |
| 29 or under | 30 | 13.3 |
| 30-39 | 130 | 57.5 |
| 40-49 | 45 | 19.9 |
| 50 or over | 21 | 9.3 |
| | 226 | 9.3 |

| Table 2 continued | Frequency | Percent |
|---|---|---|
| E. Years of Management Experience in T & D | | |
| 0 (less than 1 year) | 10 | 4.4 |
| 1-5 | 138 | 61.1 |
| 6-10 | 49 | 21.7 |
| 11-15 | 17 | 7.5 |
| 16 or more | 11 | 4.9 |
| Left Blank | 1 | .4 |
| | 226 | 100.0 |
| F. Total Years Experience in Training and Development | | |
| 0 (less than 1 year) | 6 | 2.7 |
| 1-5 | 96 | 42.5 |
| 6-10 | 70 | 31.0 |
| 11-15 | 31 | 13.7 |
| 16 or more | 23 | 10.2 |
| | 226 | 100.0 |
| G. Years Experience in Relevant, Related Areas | | |
| 0 (less than 1 year) | 32 | 14.2 |
| 1-5 | 96 | 42.5 |
| 6-10 | 56 | 24.8 |
| 11-15 | 23 | 10.2 |
| 16 or more | 18 | 8.0 |
| Left Blank | 1 | .4 |
| | 226 | 100.0 |
| H. Area of Most Relevant Experience before Entering Training and Development | | |
| None | 9 | 4.0 |
| Sales | 33 | 14.6 |
| Personnel | 21 | 9.3 |
| Engineering | 1 | .4 |
| Teaching | 63 | 27.9 |
| Communications/Publishing | 4 | 1.8 |
| Management | 42 | 18.6 |
| Marketing | 8 | 3.5 |
| Psychology | 8 | 3.5 |

| Table 2 continued | Frequency | Percent |
|---|---|---|
| Other: | 34 | 15.0 |
| Left Blank | 3 | 1.3 |
| | 226 | 100.0 |
| H. Industry Currently Employed | | |
| Hospitality Marketing | 28 | 12.4 |
| Supermarkets/Food Wholesaling | 9 | 4.0 |
| Finance and Credit | 94 | 41.6 |
| Retail Trade | 35 | 15.5 |
| Manufacturing/Services | 27 | 11.9 |
| Petroleum Marketing | 2 | .9 |
| Insurance & Real Estate | 23 | 10.2 |
| Transportation | 7 | 3.1 |
| Left Blank | 1 | .4 |
| | 226 | 100.0 |
| I. Undergraduate Degree | | |
| Yes | 195 | 86.3 |
| No | 28 | 12.4 |
| Left Blank | 3 | 1.3 |
| | 226 | 100.0 |
| J. Undergraduate Major | | |
| Business Administration | 36 | 16.8 |
| Education (Elem/Secd Teaching) | 49 | 25.7 |
| Management | 5 | 2.6 |
| Marketing | 0 | 0.0 |
| Communications | 15 | 7.9 |
| History (non-teaching) | 6 | 3.1 |
| Psychology | 23 | 12.0 |
| English (non-teaching) | 14 | 7.3 |
| Vocational Education | 3 | 1.6 |
| Other | 40 | 20.9 |
| | 191 | |

| Table 2 continued | Frequency | Percent |
|---|---|---|
| K. Master's Degree | | |
| Yes | 94 | 41.6 |
| No | 97 | 50.1 |
| Left Blank | 35 | 15.5 |
| | 226 | 100.0 |
| L. Master's Major | | |
| M.B.A. | 17 | 17.5 |
| Educational Technology | 15 | 15.5 |
| Labor-Relations | 1 | 1.0 |
| Communications | 7 | 7.2 |
| Psychology | 5 | 5.2 |
| Education Adm. | 6 | 6.2 |
| Adult/Vocational Ed. | 7 | 7.2 |
| Public Adm. | 1 | 1.0 |
| Organizational Behavior | 5 | 5.2 |
| Other | 33 | 34.0 |
| | 97 | 100.0 |

## Description of Private-Sector Marketing and Related Service Industry Training

### Training Course Importance

Repondents were asked to rate the importance of nine major areas of training. Decisions were to be based on the dollar amount bugeted, number of people trained, time spent, etc. Weighted means were used to accomplish this task (5 = most important; 4 = very important; 3 = important; 2 = somewhat important; and 1 = not important). Thus, the higher the weighted mean value, the more important the training. Table 3 illustrates this data.

Table 3

Importance of Training Areas

| Rank | Mean (1-5 Scale) | Area of Training |
|---|---|---|
| 1 | 4.17 | Customer Relations |
| 2 | 4.15 | Management Skills |
| 3 | 4.13 | Supervisory Skills |
| 4 | 3.87 | Sales Training |
| 5 | 3.86 | Communications Skills |
| 6 | 3.84 | Technical Skills |
| 7 | 3.58 | New Employee Orientation |

Table 3 continued

| | | |
|---|---|---|
| 8 | 3.04 | Time Management |
| 9 | 1.94 | Remedial Skills |

## Educational Software

Respondents were asked to rate the appropriateness of 12 different types of educational software for each type of "generic" training listed. Table 4 illustrates the percentage of respondents which feel a specific type of software is appropriate.

Table 4

| TRAINING COURSES/CONTENT | |
|---|---|
| 1 New Employee Orientation | 6 Time Management |
| 2 Remedial Skills (Math & Reading) | 7 Sales Training |
| 3 Technical Skills and Knowledge | 8 Supervision Skills |
| 4 Communication Skills | 9 Management Skills and Development |
| 5 Customer Relations | 10 Other: List |

| Software | TRAINING COURSES/CONTENT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Video Tape Programs | 80.5 | 23.9 | 58.8 | 73.9 | 79.2 | 62.8 | 81.4 | 76.9 | 79.2 | 4 |
| Films | 51.8 | 11.9 | 35 | 61.5 | 64.2 | 59.7 | 58.4 | 64.3 | 60.6 | 2.7 |
| Job/Operations Manuals | 41.6 | 18.6 | 78.3 | 8 | 20.8 | 16.4 | 31.4 | 35.8 | 27 | 3.5 |
| Job Performance Aids | 27.9 | 35 | 68.6 | 20.4 | 37.6 | 36.7 | 47.3 | 42.5 | 40.3 | 2.2 |
| Transparencies | 42.9 | 31.4 | 45.1 | 38.5 | 35 | 38.9 | 46 | 46 | 48.7 | 3.1 |
| Video Disk Programs | 18.1 | 23 | 34.1 | 23.9 | 27 | 17.7 | 29.2 | 25.2 | 25.2 | .9 |
| Computer Software | 8.8 | 47.8 | 56.6 | 14.2 | 12.4 | 15.9 | 18.1 | 18.6 | 22.6 | 0 |
| Games & Simulations | 9.3 | 23 | 35 | 66.8 | 63.3 | 48.7 | 69 | 74.3 | 72.1 | 1.3 |
| Individualized Learning Modules | 27 | 66.4 | 63.3 | 34.5 | 33.6 | 45.6 | 48.2 | 51.3 | 47.8 | 2.2 |
| Filmstrip Programs | 27 | 13.3 | 22.6 | 17.7 | 24.3 | 16.4 | 19.5 | 20.4 | 20.4 | 1.8 |
| Slides & Slide/Tape | 65 | 22.6 | 38.9 | 34.1 | 38.9 | 25.7 | 38.1 | 37.2 | 35.8 | 1.8 |
| Audio Tape Programs | 24.3 | 24.3 | 29.6 | 34.1 | 33.2 | 25.7 | 35.8 | 31.4 | 30.5 | .9 |

## Frequency of Use and Source of Educational Software

Respondents were asked to identify types of software utilized in the past 60 days, and to identify the source of that software.

Video tape programs were not used by 11.3 percent of the respondents (23). Twenty-one and one tenth percent or 43 respondents reported using video tape programs daily. The largest frequency of 40.7 percent or 83 respondents claimed to use video tape programs on a weekly basis. On a monthly basis, 27 percent (55) reported usage.

Forty-one and five tenths percent of the respondents (76) use a combination of video-tape programs perpared in-house, pre-packaged or customized. Thirty-six respondents or 31.1 percent use pre-packaged (ready made) only; 36 or 19.7 percent use in-hours video-tape programs only; and 12 or 6.6 percent use customized only.

Films were used on a monthly basis by 85 respondents or 44.3 percent. Fifty-three respondents or 27.6 percent reported using films on a weekly basis in training employees. An additional 36 or 19.8 percent reported never using films, while 14 or 6.2 percent reported using them daily.

One hundred twenty-two respondents or 78.7 percent reported using only pre-packaged films. Twenty-three respondents or 14.8 percent use a combination of films prepared in-house, pre-packaged and customized. Only four respondents or 2.6 percent reported using customized films (made specifically for their company), and an additional four respondents or 2.6 percent reported never using films.

Job/Operations Manuals were used on a daily basis by 117 respondents or 58.8 percent for training employees. Thirty-four respondents or 17.1 percent reported using job/operations manuals on a weekly basis, while 31 respondents or 15.6 percent used them monthly. Only 16 respondents or 8 percent reported never using job/operations manuals.

One hundred forty-nine respondents or 81.9 percent of the respondents prepare job/operations manuals in-house. Nineteen respondents or 10.4 percent reported using a combination of manuals prepared in-house, pre-packaged, and customized. Only two respondents or 1.1 percent reported using pre-packaged job/operations manuals.

Job/Performance aids are used by 87 respondents or 46.5 percent on a daily basis. Forty-four respondents or 23.5 percent use them on a weekly basis to train employees, while 28 respondents or 12.4 percent use them on a monthly basis. Twenty-five respondents reported never using job/performance aids in training.

Sixty-eight and nine tenths percent of the respondents (111) reported using job/performance aids prepared in-house. Thirty-five respondents or 21.7 percent of the respondents use a combination of aids prepared in-house, pre-packaged, or customized. Pre-packaged job/performance aids are used by eight respondents or 5 percent, and customized aids were used by four or 2.5 percent.

Tranparencies are used on a weekly basis by 81 or 40.9 percent of the respondents. On a monthly basis they are used by 30.8 percent of the respondents (61). An additional 36 respondents or 18.2 percent use them daily, and 18 or 9.1 percent report never using them.

The production and use of in-house transparencies was reported by 153 respondents or 84.5 percent. Nineteen respondents reported using a combination of transparencies produced in-house, pre-packaged and/or

customized. Two respondents of 1.1 percent reported using customized transparencies.

Video-disks were not used by 152 respondents or 91.6 percent. Seven respondents reported using them on a monthly basis, while only 2 respondents or 1.2 percent each reported using them on a daily or weekly basis.

Of the 13 respondents who use video disks, three or 23 percent produce them in-house, while six respondents or 46 percent purchase them pre-packaged. Two respondents (15.3 percent) use either a combination of in-house, pre-packaged, or customized, and an additional two (15.3 percent) use customized only.

Computer software was not used by 92 respondents or 51.1 percent. Forty-five respondents or 25 percent use computer software daily; 18 respondents or 10 percent use it weekly, and 24 respondents or 13.3 percent use it monthly.

Pre-packaged computer software was used by 28.1 percent. Similar software packages from a combination of sources. Twenty-eight respondents or 51.8 percent used pre-packaged software; 13 respondents or 14.4 percent used software developed in-house; and nine respondents or 10.2 percent used custom designed software.

Games and simulations were used by 92 respondents or 47.2 percent on a monthly basis. Fifty-two respondents or 26.7 percent reported using games and simulations on a weekly basis. Games and simulations were never used by 30 of the respondents or 15.4 percent, while 16 respondents or 8 percent reported using them daily.

Seventy-three of the respondents or 45.1 percent use a combination of games and simulations prepared by several sources. Games and simulations were prepared in-house by 45 respondents or 27.8 percent. Thirty-one respondents or 19.1 percent use pre-packaged games and simulations; and nine respondents or 5.6 percent used customized games and simulations.

Individualized learning modules were used on a monthly basis by 52 respondents or 26.7 percent. Forty-seven respondents each (41.6 total percent) used learning modules on either a daily or weekly basis. Forty-six repondents or 23.6 percent indicated they did not use learning modules.

Sixty-six respondents or 43.4 percent developed their own learning modules, while 45 or 29.6 percent used a combination of available sources. Pre-packaged learning modules were used solely by 29 respondents or 19.1 percent. Seven respondents or 4.6 percent reported never using learning modules.

Filmstrip programs are not used by 111 respondents or 62.7 percent. Thirty-four respondents or 19.2 percent use them monthly; 16 respondents or 9 percent use them daily; and 14 respondents or 7.9 percent use them weekly.

Of the 65 respondents or 47.1 percent who use filmstrips, 31 use pre-packaged programs. Seventeen or 26.2 percent use a combination of sources; nine or 13.8 percent use filmstrips produced in-house; and two respondents or 3.1 percent use customized programs.

Slides and slide/tape programs are used by 76 respondents or 39.2 percent on a monthly basis. Fifty-eight or 29.1 percent use slides and/or slide tape programs on a weekly basis, while 23 respondents or 11.6 percent use slide program on a daily basis. Thirty-seven respondents or 18.6 percent do not use slides or slide-tape programs.

Sixty-six respondents or 41.7 percent utilize slides or slide-tape programs developed by a variety of sources. In-house slide program development accounted for 34.6 percent of usage (56 respondents). Eighteen respondents or 11.1 percent utilize pre-packaged slide programs, while 17 respondents or 10.5 percent use a customized service.

Audio-tape programs were not used by 71 respondents or 39.7 percent. Sixty-two respondents or 34.6 percent use audio-tape programs on a monthly basis; 23 respondents or 12.8 percent use them weekly; and 20 respondents or 11.2 percent use them daily.

Thirty-nine respondents or 25.1 percent use pre-packaged audio-tapes, while 39 respondents or 25.7 percent use customized audio-tapes. Thirty-eight respondents or 25.3 percent reported audio-tapes were produced in-house, while six respondents or 5.4 percent utilized customized programs.

## Instructional Methods

Respondents were asked to select from a list of training methods which training methods they felt were most appropriate (more than one response or method was possible) for each type of training course. Table 5 gives the rank ordered percentages and numbers of respondents who believe a method is appropriate for each type of training. Only those with 50 percent (rounded off) or more selection rate are listed.

Table 5
Instructional Methods

Case Studies

| Training Area | Percentage | Number of Responses |
|---|---|---|
| Management Skills and Knowledge | 85.3 | 194 |
| Supervisory | 72.8 | 165 |
| Sales Training | 58.6 | 133 |
| Customer Relations | 55.3 | 126 |

Lecture

| | | |
|---|---|---|
| New Employee | 67.7 | 153 |



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Table 5 continued

| | | |
|---|---|---|
| Technical Skills | 63.7 | 144 |
| Supervisory | 52.7 | 118 |
| Management Skills and Knowledge | 52.2 | 119 |
| Sales Training | 50.4 | 112 |

Small Group Discussion

| | | |
|---|---|---|
| Management Skills and Knowledge | 84.1 | 190 |
| Supervisory | 79.3 | 180 |
| Customer Relations | 74.3 | 168 |
| Communications Skills | 70.8 | 160 |
| Sales Training | 70.4 | 159 |

Performance Demonstrations

| | | |
|---|---|---|
| Sales Training | 68.3 | 151 |
| Technical Skills and Knowledge | 66.4 | 150 |
| Communications Skills | 59.7 | 135 |
| Customer Relations | 59.7 | 135 |
| Supervisory | 54.4 | 123 |
| Remedial Skills | 50.0 | 113 |

Role Playing

| | | |
|---|---|---|
| Sales Training | 80.5 | 182 |
| Management Skills and Knowledge | 78.8 | 178 |
| Supervisory | 77.9 | 176 |
| Customer Relations | 76.5 | 173 |
| Communications Skills | 74.8 | 169 |

Dramatization

| | | |
|---|---|---|
| Sales Training | 49.6 | 112 |

Correspondence

No type of training listed was deemed appropriate by 50 percent or more respondents. (27.3 percent for remedial was the highest)

Instructional Media

| | | |
|---|---|---|
| Technical Skills and Knowledge | 67.2 | 153 |
| New Employee Orientations | 60.2 | 136 |
| Sales Training | 59.3 | 134 |
| Remedial Skills | 58.8 | 133 |
| Customer Relations | 53.1 | 120 |
| Management Skills and Knowledge | 51.8 | 117 |
| Communications Skills | 50.9 | 115 |

## Community Trainers, Training Seminars, and Seminar Cost

Respondents were asked if they would use the services of adult Marketing and Distributive Education personnel in their communities to teach "generic" courses if they were available. One hundred twenty-one respondents or 59.5 percent indicated they would not use MDE personnel. Many of these respondents indicated this concept was against their company policy or it duplicated existing courses offered by their staff. Eighty-four respondents or 37.2 percent of the 205 respondents indicated they would use community trainers if they were available. Twenty-one respondents failed to answer this question.

Those who indicated they would use community trainers were asked to indicate from a list of "generic" training seminars which they would utilize. Table 6 gives the absolute frequency and the relative frequency percentage response for the top ten seminars.

Table 6
Use of Community MDE Training Seminars

| Training Course | Frequency | Percent (%) |
|---|---|---|
| Effective Listening | 59 | 26.1 |
| Supervision Without Stress | 52 | 23.0 |
| The Supervisor as a Communicator | 49 | 21.7 |
| How to Interview | 48 | 21.2 |
| Supervisory Human Relations | 46 | 20.4 |
| How to Train | 41 | 18.1 |
| Supervisory Leaders and Motivation | 39 | 17.3 |
| Professional Selling | 39 | 17.3 |
| Sales Effectiveness Training | 38 | 16.8 |
| Personnel Management | 31 | 13.7 |

Respondents were also asked how much they were willing to pay per day (total cost) for a seminar/workshop for 10 people. Fifty respondents or 31.3 percent indicated they were willing to pay between $1-$250. Thirty- eight respondents or 23.8 percent claimed they would pay $251-$500. Another 18.8 percent or 30 respondents were willing to pay $501-$750. Seventeen respondents or 10.6 percent indicated they would pay $751-$1000. Only 25 respondents or 15.6 percent claimed they were willing to pay over $1000.

## Trade and Professional Organizations

Professional and trade organization services and usage were the subject of this question. One hundred and seventeen respondents or 51.8 percent indicated that trade/professional organizations had data available for developing training materials. Eighty-four respondents or 37.2 percent indicated they used this data to develop their company training materials. One hundred fifty-two respondents or 67.3 percent claimed that trade/professional organizations provided pre-packaged (in-house and/or correspondence) courses for all interested individuals. Fifty-one and eight

tenths (51.8%) stated that individuals from their companies utilized such courses. Courses conducted by trade/professional organizations for companies were available according to 139 respondents or 61.5 percent. These courses were utilized by 94 respondents or 41.6 percent. One hundred forty respondents indicated customized courses were available for their use by trade/professional organization. These courses were utilized by 108 respondents or 47.8 percent.

Table 7 provides a list of trade/professional organizations used by respondents by industry.

Table 7
Trade and Professional Organizations

Hospitality Marketing

American Hotel, Motel Association
National Restaurant Association
American Hotel, Motel Society
Council of Hotel & Restaurant Trainers
Institute of Certified Travel Agents
American Society of Travel Agents

Food Marketing

Food Marketing Institute
National Association of Retail Grocers of the U.S.

Finance and Credit

Institute of Financial Education
American Institute of Banking
American Bankers Asso.
Financial Shares Inc.
Banking Marketing Asso.
U.S. League of Savings and Loans
Robert Morris Asso.
Mortgage Bankers Asso.
National Asso. of Mutual Savings Banks

Retail Trade

National Retail Merchants Asso.

Asso. of General Merchandise Chains

Sales and Marketing (Manufacturing, etc.)

National Society for Sale Training Executives

Construction Industry Manufacturers Asso.
Sales and Marketing Executive International

Petroleum Marketing

American Petroleum Institute

Insurance and Real Estate

National Asso. of Realtors
Graduate Realtors Institute
Institute of America
Alliance of American Insurers
LIMBA
Life of Management Asso. (LOMA)

## Delivery Systems

Respondents were asked to rate six different training delivery systems for marketing education and training. Care should be taken when interpreting this data as only 101 of 226 respondents answered this question. Many respondents who failed to answer the question indicated they had no knowledge of vocational programs delivering marketing education and training. Others indicated they did not understand the question. Table 8 provides the rating means provided by the 94 respondents (44.7 percent).

Evaluation of Delivery System
Table 8

| Delivery System | Rating (1 low = 5 high) |
|---|---|
| Business/Industry | 4.5 |
| College/University | 4.0 |
| Trade/Professional Organization | 3.8 |
| Post-Secondary Vocational Programs | 2.9 |
| Secondary Vocational Programs | 2.4 |
| Proprietory Vocational Programs | 2.4 |

## Levels of Training

Respondents were asked to indicate where they felt training for marketing and service related occupations should occur. Choices were provided for entry level, career advancement, supplementary/update, retraining, supervising, and management levels of training. Tables 9-14 illustrate the responses for each level.

Level of Training Entry
Table 9

| Delivery System | Frequency | Percentage |
|---|---|---|
| Business/Industry | 76 | 33.6 |
| College/University | 64 | 28.3 |
| Post-Secondary | 60 | 26.5 |
| Proprietory Vocational | 56 | 24.8 |
| Business/Industry | 50 | 22.1 |
| Trade/Professional Organizations | 29 | 12.8 |

Level of Training: Career Advancement
Table 10

| Delivery System | Frequency | Percentage |
|---|---|---|
| Business/Industry | | 35.0 |
| College/University | | 34.5 |
| Trade/Professional Organizations | | 29.2 |

Table 10 continued

| | |
|---|---|
| Post-Secondary Vocational | 19.0 |
| Proprietory Vocational | 9.7 |
| Secondary Vocational | 7.5 |

Level of Training: Supplemental/Update
Table 11

| Delivery System | Frequency | Percentage |
|---|---|---|
| Trade/Professional Organizations | 80 | 35.4 |
| Business/Industry | 68 | 30.1 |
| College/University | 45 | 19.9 |
| Post-Secondary Vocational | 39 | 17.3 |
| Proprietory Vocational | 13 | 5.8 |

Level of Training: Retraining
Table 12

| Delivery System | Frequency | Percentage |
|---|---|---|
| Business/Industry | 78 | 34.5 |
| Trade/Professional Organizations | 60 | 26.5 |
| Post-Secondary Vocational | 37 | 16.4 |
| College/University | 34 | 15.0 |
| Proprietry Vocational | 13 | 5.8 |
| Secondary Vocational | 10 | 4.4 |

Level of Training: Supervisory
Table 13

| Delivery System | Frequency | Percentage |
|---|---|---|
| Business/Industry | 94 | 41.6 |
| College/University | 65 | 28.8 |
| Trade/Professional Organizations | 57 | 25.2 |
| Post-Secondary Vocational | 6 | 2.7 |
| Proprietory Vocational | 5 | 2.2 |

Level of Training: Management
Table 14

| Delivery System | Frequency | Percentage |
|---|---|---|
| Business/Industry | 93 | 41.2 |
| College/University | 79 | 35.0 |
| Trade/Professional Organizations | 61 | 27.0 |
| Post-Secondary Vocational | 9 | 4.0 |
| Secondary Vocational | 6 | 2.7 |
| Proprietory Vocational | 3 | 1.3 |

## Relationships of Major Variables to Marketing and Related Service Industries

Because there were inconclusive numbers of respondents from which to draw valid and reliable statistics for the food marketing, petroleum marketing, and transportation industries, chi-square tests were not conducted. Thus, significant differences for these industries could not be determined.

### Relationship of Importance of Training Courses to Marketing and Related Service Industries

Chi-square tests were conducted for hospitality marketing, finance and credit, retail trade, manufacturing, and insurance and real estate. As illustrated in Table 15, a significant relationship was found between the selected marketing industries and sales training and new employee orientation. In sales training the difference in importance is found in the hospitality marketing industry which rates it as much less important than other surveyed industries. Differences in importance for new employee orientation exists in the retail trade and hospitality marketing industries which place much more importance on this type of training. Thus, the null hypothesis that there are no significant differences in the degrees of importance that each industry places on various types of training, is rejected for sales and new employee orientation training. This information was verified by use of an analysis of variance.

Table 15

SIGNIFICANT RELATIONSHIPS BETWEEN
MARKETING AND RELATED SERVICE INDUSTRIES
ON THE IMPORTANCE OF TRAINING COURSES

| Training Course | Chi Square | Significance Level |
|---|---|---|
| 1. Remedial Skills | 17.94 | NS |
| 2. Technical Skills | 16.17 | NS |
| 3. Communications Skills | 13.05 | NS |
| 4. Customer Relations | 19.69 | NS |
| 5. Time Management | 9.77 | NS |
| 6. Sales Training | 36.96 | .00 |
| 7. Supervison Skills | 17.83 | NS |
| 8. Management Skills and Knowledge | 16.02 | NS |
| 9. New Employee Orientation | 28.88 | .02 |

## Relationship of Educational Software Usage Frequency and Sources to Marketing and Related Service Industries

Significant relationships were found between marketing and service related industries for the frequency of use of video tapes and job/operations manuals; and the source of filmstrips. Frequency differences were found for video-tape in the hospitality marketing and retail trade industries. These industries are more apt to use video-tape on a daily basis. Job/operations manuals were used by all hospitality marketing respondents and usually on a daily basis. The opposite was true of the insurance and real estate industries where approximately one quarter of the respondents did not use job operations manuals. Although few marketing and/or service related industry respondents use filmstrips, only the insurance and real estate industry respondents reported no in-house development of filmstrips. Most respondents reported that their companies purchased pre-packaged filmstrips.

The null hypothesis that there are no significant relationship between marketing industries in the frequency of use or in the sources of various types of educational software is rejected for each of the above types of educational software. Frequency data was verified by use of an analysis of variance test.

## Relationship of Community Trainer Concept and Cost to Marketing and Related Service Industries

Table 16

SIGNIFICANT RELATIONSHIPS BETWEEN MARKETING AND SERVICE RELATED INDUSTIRES AND THE FREQUENCY USE AND SOURCES OF EDUCATIONAL SOFTWARE

| | Frequency | | Source | |
|---|---|---|---|---|
| Educational Software | Chi-Square | Significance Level | Chi-Square | Significance Level |
| video tape | 20.51 | .06 | 22.03 | NS |
| job/operations manual | 29.11 | .02 | 17.10 | NS |
| filmstrips | 15.39 | NS | 35.59 | .06 |

## Relationship of Community Training Seminar Usage to Marketing and Service Related Industries

The null hypothesis that there is no significant difference between industries in whether they would or would not use community trainers, or in the amounts they would be willing to pay for seminars taught by community

trainers cannot be rejected. No significant relationships were found using the chi-square test.

### Relationship of Delivery Systems Evaluations to Marketing and Service Related Industries

Significant relationships were found between industries for post-secondary and college/university evaluation ratings. Evaluation differences were found for the hospitality marketing industry which rated post-secondary marketing programs very high compared with other marketing industries. In addition, colleges/universities were given significantly lower ratings by the insurance and real estate industries. Thus, the null hypothesis must be rejected for these two relationships as illustrated in Table 17.

Table 17

SIGNIFICANT RELATIONSHIPS BETWEEN MARKETING AND SERVICE RELATED INDUSTRIES ON DELIVERY SYSTEM EVALUATION

| Delivery System | Chi Square | Significance Level |
|---|---|---|
| Secondary | 21.73 | NS |
| Proprietory | 20.21 | NS |
| Post-Secondary | 25.59 | .06 |
| College/University | 25.82 | .06 |
| Business/Industry | 24.15 | NS |
| Trade/Professional | 20.13 | NS |

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### Summary of Findings

#### Respondent Description

A total of 226 training and development managers, directors or others with management or administrative responsibility responded to this study. Fifty-two and two tenths percent (52.2%) of this group were male and 47.8 percent were female.

Thirteen and three tenths percent (13.3%) were 29 years old or younger, 57.5 percent were 30 to 39 years old, 19.9 percent were 40-49 years old, and 9.3 percent were 50 years old or older.

Most of the respondents had worked in the field of training and development over 6 years (54.9%), but the majority (65...) had less than five years of management experience in the field. In addition, the majority



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(56.7%) had less than five years experience in relevant fields before entering training and development. The most relevant areas of experience were teaching (28.3%), followed by management (18.8%), and sales (14.8%).

Undergraduate degrees were held by 86.7 percent of the respondents. An education degree was the most popular (25.7%), followed by business administration (18.8%), and psychology (12%). Master's degrees were held by 48.7 percent of ther respondents. The MBA was held by 17.5 percent, followed by educational technology (15.5%), and adult/vocational education degrees (7.2%). A variety of degrees accounted for the remaining respondents.

## Importance of Types of Training

Based on the dollar amount targeted, number of people trained, time spent, etc., respondents ranked areas of training in the following order of importance: 1) customer service (4.17); 2) management skills (4.15); 3) supervisory skills (4.13); 4) sales training (3.87); 5) communications skills (3.8); 6) technical skills and knowledge (3.84); 7) new employee orientation (3.58); 8) time management (3.04); and 9) remedial skills (1.94).

## Training Courses/Educational Software

Respondents ranked the following types of educational software as most appropriate for each type of training course.

New employee orientation: 1) video-tape; 2) slides/slide-tape; and 3) films.

Remedial skills: 1) individualized learning modules; and 2) computer software.

Technical skills and knowledge: 1) job/operations manuals; 2) job performance aids; 3) individual learning modules; 4) video tape; and 5) computer software.

Communication skills: 1) video-tape; 2) games and simulations; and 3) films.

Customer relations: 1) video-tape; 2) films; and 3) games and simulations.

Sales training: 1) video-tape; 2) games and simulations; and 3) films.

Time management: 1) video-tape; and 2) films.

Supervision skills: 1) video-tape; 2) games and simulations; 3) films; and 4) individualized learning modules.

Management skills: 1) video-tape; 2) games and simulations; and 3) films.

## Sources for Educational Software

Transparencies were produced in-house by 84.5 percent of the respondents, while job/operations manuals were produced in-house by 81.9 percent. Other educational software produced frequently in-house include job/performance aids (68.9%) and individualized learning modules (43.4%). Respondents reported using most educational software within the past 60 days. However, video disks (91.6%), filmstrips (62.7%), computer software (51.5%), and audio tape (39.7%) were not used by many respondents. In contrast, job/operations manuals (58.8%) and job/performance aids (46.5%) were used on a daily basis by many respondents. Other educational software was used at least on a weekly or monthly basis.

## Training Courses/Methods of Training

Respondents were asked to indicate which of the major types of training were appropriate for various instructional methods. Using a 50 percent respondent criteria, the following are instructional method rankings for each type of training selected as most appropriate.

Management Skills and Knowledge: 1) case studies; 2) small-group discussions; 3) role playing; 4) lecture; and 5) instructional media.

Communications Skills: 1) role playing; 2) small-group discussions; 3) performance demonstrations; and 4) instructional media.

Technical Skills and Knowledge: 1) instructional media; 2) performance demonstration; and 3) lecture.

Remedial Skills: 1) instructional media; and 2) performance demonstrations.

New Employee Orientation: 1) lecture; and 2) instructional media.

Sales Training: 1) role playing; 2) small-group discussion; 3) performance demonstrations; 4) instructional media; 5) case studies; 6) lecture; and 7) dramatization.

Customer Relations: 1) role playing; 2) small-group discussion; 3) performance demonstrations; and 4) case studies.

Supervising: 1) small-group discussion; 2) role-playing; 3) case studies, 4) performance demonstrations; and 5) instructional media.

## Community Trainers/Seminar Courses/Cost of Seminars

Most (53.5%) respondents indicated they would not use MDE community trainers, however, 37.2 percent claimed they would. Ten courses which received over 25 responses are ranked as follows: 1) Effective Listening, 2) Supervision Without Stress, 3) The Supervisor As a Communicator, 4) How to Interview, 5) Supervising Human Relations, 6) How to Train, 7) Supervising

Leaders and Motivation, 8) Professional Selling, 9) Sales Effectiveness, and 10) Personnel Management. Most respondents were willing to pay per day between $250 and $1000 for courses with up to 10 people enrolled.

## Trade/Professional Organizations

According to the majority of respondents, trade and professional organizations provide a variety of curriculum related services to members and their industries. The use of pre-packaged courses is the most common service utilized by respondents (67.3%); although courses customized for industries (41.6%) and those customized for industry (47.8%) use are also popular.

## Delivery Systems

Respondents ranked delivery systems for marketing education and training as follows: 1) business/industry, 2) college/university, 3) trade/professional organizations, 4) post-secondary vocational education programs, 5) secondary vocational education programs, and 6) proprietory vocational programs.

Secondary vocational education programs were ranked highest by respondents (33.6%) as the most appropriate delivery system for entry into marketing and service related occupations. Respondents (35%) selected business and industry as the most appropriate delivery system for career advancement. Trade/professional organizations were rated by respondents (35.4%) as the most appropriate delivery system for supplemental/update training. Business/industry was selected as the most appropriate delivery system for management (41.4%), supervision (41.6%), and retraining (34.5%).

## Conclusions

The following conclusions are based on the analysis of data: 1) those related to the hypothesis, and 2) those related to the objectives of the study.

1. a. Except for sales training and new employee orientation courses, there were no other significant differences between marketing and service related industries in the degrees of importance placed on various training courses. In sales training the difference in importance is found in the hospitality marketing industry (motel, motel, food service, tourism) which rates it as much less important than other surveyed industries. Difference in importance for new employee orientation exist in the retail trade and hospitality marketing industries which place much more importance on this type of training.

   b. Significant differences exist between marketing and service related industries in the use of both video tape and job/operations manuals. The differences in the use of video tape are found in the hospitality marketing and retail trade industries. These industries are more apt to use video tape on a daily basis. Job/operations manuals were used by all hospitality marketing respondents and usually on a daily basis.

The opposite was true of the insurance and real estate industries where approximately one quarter of the respondents did not use job/operations manuals.

Only one significant difference was found between surveyed industries for the sources of educational software. Although few marketing or service related industries use filmstrips, only the insurance and real estate industry respondents reported no in-house development of filmstrips. Most respondents reported that their companies purchased prepackaged filmstrips.

c. No significant differences were found between marketing and service related industries which would use community trainers and those who would not. The majority would not use community trainers, nor were any significant differences found between surveyed industries and the amount those industries were willing to pay for a one day seminar for 10 people.

d. Significant differences were found between industries for post-secondary and college/university evaluation ratings. The hospitality marketing industry rated post-secondary marketing programs significantly higher than did other industries. In addition, college/universities were given significantly lower ratings by the insurance and real estate industries.

2. a. Video tape is the most widely used educational software. It was used by the majority of respondents in all listed training courses except remedial skills. It is most often used on a weekly basis. Job/operations manuals, job performance aids and computer software were used primarily for the teaching of technical skills and knowledge. The use of individualized learning modules for teaching technical skills and remedial skills was also used by the majority of respondents. Slide/slide-tape presentations were found to be the most useful in new employee orientation. The least used educational software include video disks, filmstrips, computer software, and audio tapes.

Role playing is the most popular method of training for communications, sales training, and supervisory training. The use of various types of instructional media was selected as the best method for technical skills and remedial skills. This is probably due to the high number of respondents using computer software (Computer-assisted instruction) in these training areas. Case studies were rated as the most appropriate training method for management skills and knowledge, while small-group discussions were rated the most appropriate for supervisory skills.

b. The most common type of training desired by marketing and service related industries is "generic" courses which can be taught to any industry. The major training need of those industries desiring outside training was "Supervision Without Stress" and other courses

related to supervision such as "Supervising Human Relations," "The Supervisor as a Communicator," "How to Interview," and "How to Train." Sales courses were also in high demand by respondents from finance and credit, retail trade, real estate and insurance industries. Respondents from manufacturing firms were the least likely to need outside training assistance.

In-house training needs for marketing and service related industries are primarily customer service, management, or supervisory related. Sales training, communication skills, and technical skills were also rated as important training needs of marketing and service related industries.

c. Marketing and service related industries utilize a variety of delivery systems to provide training for employees. However, the most highly rated delivery system for marketing and service related industries is business and industry itself. Also highly rated were colleges/universities, and trade and professional organizations. Secondary VDE programs were rated by training directors as the best place to receive entry level skills for marketing and service related occupations.

## Recommendations

Based on this study, the following recommendations are made to assist in the development of adult training courses for marketing education.

1. IDECC and other related marketing education curriculum agencies should select for development adult courses which are closely related to various aspects of supervision, customer service and sales training. When possible courses should be as industry specific as possible (even though the topic may be generic).

2. IDECC and other related marketing education curriculum agencies should develop standards for instructor personnel to insure course consistancy on a local, state and/or national basis. Instructors should be well trained in role playing and small-group discussion, and the use of video tapes and video taping as instructional tools.

3. IDECC and other related marketing education curriculum agencies should target for adult courses employees in finance and credit, retail trade, and the real estate and insurance industries. The main thrust should be small businesses which can't afford professional training staffs.

4. It is recommended that occupations such as IDECC charge a flat minimum fee to attract a maximum number of employers to adult courses. Research indicates that the majority of marketing and related service industries will support a daily charge of $250-$750 for 10 employees. Care should be taken not to under or over price courses.

## IMPLICATIONS

Although the conclusions and recommedations of this study do not directly relate to the articulation of marketing education curriculum, the study has major implications for MDE curriculum articulation at all levels. The results of this study make it plain to see that marketing and service related industries feel that they are the best qualified to provide training for marketing education. Why? Because instructors are industry qualified; marketing industries have more money to spend on facilities and equipment; marketing industries are better able to determine their needs, etc. While marketing and service industries represented in this study believe MDE has a legitimate role in preparing competent entry level workers for marketing careers, respondents clearly reject the premise that secondary and post-secondary MDE has a role in teaching supervision and management skills. Yet like many other subject areas, they have become an integral part of most MDE curriculums.

Thus, the major implication of this study is that the current MDE mission statement is not congruent with current business and education philosophies. The current feeling in business and education today is excellence in the basics. The basics of marketing are what we do best: teaching an understanding of the free enterprise system and the American economy; teaching the principles and practices of marketing; teaching career exploration and job search skills for marketing occupations; teaching oral and written communication skills as they relate to marketing occupations; and teaching merchandising mathematics skills. Business is saying to us that we all have a role in marketing education, but MDE must narrow its role in order to make articulation work.

# Microcomputers: Updating the Teaching of Merchandising in the Virginia Tech Teacher Education Curriculum

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# MICROCOMPUTERS: UPDATING THE TEACHING OF MERCHANDISING IN THE VIRGINIA TECH TEACHER EDUCATION CURRICULUM

Microcomputers have been used in large businesses for several years, and small businesses have begun to realize that they, too, can use this technology to make their business operations more efficient. With this increased use of the microcomputers in business, it is imperative that marketing personnel be trained to use microcomputers and the various software packages available for business operations. In order to successfully teach youth entering the field of marketing to use microcomputers as tools in their jobs and businesses, the teachers of these youth must be trained to use the microcomputers for business purposes. It was upon this premise that a developmental project was proposed and funded through a teaching-learning grant at Virginia Tech University. The purpose of the project was to technically update a merchandise control and buying course in the marketing education curriculum, and thereby to train future teachers to use microcomputer technology for inventory control.

One of the most common applications of microcomputers in small businesses is inventory control and merchandise ordering. The school store is an important instructional tool in most Virginia high school marketing and distributive (MDE) classes. Through the school store, Virginia's marketing education students can obtain the practical experience they need before actually applying their skills

in marketing businesses.

As previously stated, the primary purpose of this developmental project was to update the merchandise control and buying course in Virginia Tech's marketing teacher education curriculum. However, there was also an interest on the part of the project director to determine the students' attitudes about working with microcomputers. Taking these factors into consideration, the following objectives were set for the developmental project:

Objectives

1. To train forty marketing teacher education students to perform the following functions:
    a. operate one of the most commonly used and sold microcomputers in the industry-the Apple II+.
    b. to use an inventory control and daily transaction software package.
    c. to apply the inventory control package to the operation of the school store.
2. To develop a simulated school store inventory, customer and vendor files, inventory activities, ordering and receiving activities, and daily transactions that could be used with an inventory and daily transaction software package.
3. To revise the merchandise control and buying course to include merchandise control techniques via the microcomputer.
4. To compare students' attitudes toward working

with the microcomputer prior to and following the microcomputer training.

5. To compare both generic microcomputer skills and inventory control skills via the microcomputer prior to and following the microcomputer training.

## Methodology

In the past, Virginia Tech's merchandise control and buying course did not incorporate any hands-on experiences with electronic methods for inventory control. The professor of this course applied for and was awarded a University teaching-learning grant to revise the course, during the Spring of 1983, to include the use of microcomputers for inventory control. Not only did this opportunity allow for a technology update in the teacher-education curriculum but two other teaching methods, simulation and individualization, were also introduced into the course as a result of using the microcomputer.

Fifty percent of the merchandise control and buying course was devoted to inventory control through electronic processes, more specifically the Apple II+ microcomputer and an inventory control and software package entitled The Store Manager by High Technology. A simulated inventory of 100 items was developed based on an actual school store in a Virginia high school marketing education program. The project director developed activities that allowed the students to experience and practice all phases of the inventory control program (see appendix A for the activities).

In the Spring quarter, two sections of the merchandise control and buying course were offered. Twenty students were enrolled in each section. Both groups were treated the same. Even though it would have been of interest to provide a different treatment for each group to determine the effectiveness of training individuals to perform inventory control techniques via the microcomputer, this was not done because one group would have completed the course without the skill of using the microcomputer for merchandise control.

At the onset of the course the students were given a 12 item attitude scale to determine their attitudes about working with the microcomputer (see appendix B). In the past, the professor of this course had experienced negative reactions from students who had taken computer courses and desired to determine if these same adverse reactions carried over to the microcomputer. Also at the same time, students were given an instrument which assessed their perceived ability to perform eight generic tasks associated with the microcomputer and 22 tasks that relate directly to performing inventory functions on the microcomputer (see appendix C). If the students indicated any level of competency for any item on this instrument, they were ask to perform the skill to determine if they actually could perform at the level they indicated on the instrument.

Ten out of the course's 20 class sessions were spent on merchandise control via the microcomputer. Group sessions were alternated with lab sessions. The purpose of the group

sessions was to explain and demonstrate the merchandise control tasks that could be performed through The Store Manager program. The group sessions were followed up with laboratory sessions that enabled the students to obtain individual assistance with tasks that may be causing them some difficulty. Assignments were expected to be completed outside of class in the college of education's microcomputer laboratory.

At the conclusion of the instruction, students were again given the attitude scale to determine if there were any differences in their attitudes before they worked on the microcomputer and after they have worked on the microcomputer. On an individual basis, each student was given a performance test to determine if his or her ability to perform each of the generic tasks and inventory tasks had improved since the beginning of the course. The same instrument was used for the post assessment as was used for the preassessment (see appendix C).

## Findings/Conclusions/Recommendations

The outcome of the newly revised course was favorable. The attitude measurement scale revealed more positive attitudes toward working with the microcomputer and, as expected, the skill level for working with an inventory control program program on the microcomputer increased considerably.

The total possible score that could be obtained on the attitude scale was 60. The students' overall mean score increased from 44.73 to 51.90 (see table 1, appendix D). At

the conclusion of the microcomputer activities, the mean scores for the students on every statement on the attitude scale were more positive. When considering individual scores on the post assessment, 31 students had a more positive attitude toward working on the microcomputer, three had the same attitude, and six had dropped one to two points (see table 2, appendix D).

Prior to the activities in the course, the students knew virtually nothing about the operation of a microcomputer or the use of an electronic inventory control program. For the generic microcomputer skills, the overall mean score increased from 6.83 to 30.07 out of possible 32 (see table 3, appendix D). When the skills for operating a microcomputer inventory control program were measured, the students' overall mean scores increased from 2.02 to 81.66 out of a possible mean score of 88 (see table 3, appendix D).

Again when considering individual scores, every student, except one student # 18, who had prior experience operating microcomputers, improved from eight to 32 points on generic operations (see table 4, appendix D). The range for improvement on scale II B, inventory operation, ranged from 12 to 38. The improved score of 12 was again earned by student # 18 which when removed leaves the range from 45-88 (see table 4, appendix D). The overall gain score for each individual can be analysed on table 4.

At the conclusion of the instruction, in addition to the post skill assessment, students were asked to self

evaluate their abilities to perform the generic and inventory skills on scale II. Eight students rated their abilities the same as the instructor's evaluation. Twelve students rated their abilities one to two points higher, ten students rated themselves three to six points higher, and five students rated themselves seven to 12 points higher. There were five scores in which the instructor rated the students higher than their self evaluations (see table 5, Appendix D). Table 5 provides the differences between the instructor's evaluation of each student's ability to perform the tasks listed on scale II and the student's perception of his or her ability to perform those same tasks.

In addition to the attitude measurement scale, students were asked to submit a written evaluation of the microcomputer activities. The comments were favorable and the students viewed the microcomputer inventory activities as very worthwhile and interesting. Over 50 percent of the students involved in the developmental project are interested in pursuing additional microcomputer courses that will help them in teaching and in program management.

The merchandise control and buying course will be taught as usual in the Spring of 1984, using the newly revised syllabus and microcomputer activities. Effort is being made to consider other courses which could involve the use of the microcomputer. For instance, due the above mentioned student interest, an additional course will be offered in the Spring that deals with the use of the

microcomputer in the marketing education curriculum and in program management.

Even though the research that was completed as a part of this developmental project cannot be generalized beyond the confines of the two intact classes used in this project, the project director thinks that this work must be extended out into our marketing education community. Computers are being used in every phase of marketing and more effort must be made to assure that our marketing teachers are technically up-to-date in a field for which they are training students. Teacher educators must take appropriate steps to train marketing teachers at all levels in computer literacy and other areas of technology emerging in the field of marketing.

APPENDIX A

Microcomputer Activities

(Inventory Not Included)

EdVT 3200
MICROCOMPUTER ASSIGNMENTS

NOTE: Be sure to execute an orderly exit when you are through working with the program.

Assignment # 1

1. Create an inventory file. Refer to chapter 3. Store Manager
2. Create a customer file.
3. Enter your new inventory items into the inventory file. Refer to chapter 4 and the handout with the list of inventory items.
4. Enter the names, addresses, and phone #'s of your classmates as your customer file. Refer to chapter 8.
5. Refer to the list of vendors and enter this data into the appropriate file.
6. Once you have developed your files on your diskette, make a copy of the diskette. Each time you update your file at the conclusion of your day's work, make a copy of your newest file on your oldest diskette. This should result in having two updated copies of your inventory at all times.

Assignment # 2

Daily transactions-Refer to chapter 6

1. Enter the following sales. Enter your classmates names as the customers. You may select anyone you please as the customer.

| Stock # | # Sold | |
|---|---|---|
| 9005 | 2 | |
| 9008 | 1 | |
| 9010 | 1 | Customer # 1 |
| 4004 | 1 | |
| 0028 | 1 | |
| 0024 | 1 | |
| 0001 | 2 | Customer # 2 |
| 6014 | 1 | |
| 6005 | 2 | |
| 2019 | 2 | |
| 2016 | 1 | Customer # 3 |
| 2005 | 1 | |

2. Obtain a packing slip and invoice for customer # 1. Obtain only invoices for customers 2 and 3.
3. Post the following items that were sold during the day. Let the invoice be the report of sales (to obtain an invoice without an customer's name refer to page 44).

| Stock # | # Sold |
|---|---|
| 9005 | 10 |
| 9007 | 15 |
| 9010 | 3 |
| 4002 | 5 |
| 4005 | 7 |
| 4007 | 2 |
| 4014 | 4 |
| 4016 | 2 |
| 2002 | 5 |
| 2003 | 4 |
| 2004 | 6 |
| 2007 | 10 |
| 2013 | 12 |
| 6002 | 15 |
| 6012 | 100 |
| 0004 | 6 |
| 0011 | 10 |
| 0022 | 2 |
| 0029 | 12 |

4. Print sales totals for today, for the month, and year-to-date sale totals.

   Day's Sales ---------- Month's Sales ----------

   Year-to-date Sales ----------

5. Obtain a price quotation on the following items for customers (enter your classmates names as customers).

| Stock # | Quantity | |
|---|---|---|
| 4003 | 6 | Customer # 1 |
| 2005 | 2 | Customer # 2 |

Assignment # 3

Receiving Merchandise. Refer to chapter 6

1. Post the following received merchandise and obtain a receiving report.

| Stock # | # Received |
|---|---|
| 9001 | 18 |
| 9004 | 6 |
| 9005 | 24 |
| 9006 | 6 |
| 9007 | 18 |
| 9008 | 6 |
| 9009 | 30 |
| 9010 | 6 |
| 9011 | 6 |
| 6001 | 12 |
| 6002 | 12 |
| 6003 | 12 |
| 6004 | 12 |

| | |
|---|---|
| 6005 | 12 |
| 6006 | 12 |
| 6007 | 6 |
| 6008 | 12 |
| 6010 | 6 |
| 6012 | 224 |
| 6013 | 24 |
| 6014 | 12 |
| 6015 | 6 |
| 6016 | 24 |
| 6017 | 12 |
| 6018 | 12 |
| 6019 | 6 |
| 6020 | 12 |
| 6021 | 12 |

2. How many of the following items do you have on hand?

| Stock # | OH |
|---|---|
| 9005 | _____ |
| 9007 | _____ |
| 6008 | _____ |
| 6018 | _____ |

Assignment # 4

Change the sales price on the following items. Mark the items up 20% on cost. Give the new sales price. Also give quantity on hand.

| Stock # | Old Price | OH | New Price |
|---|---|---|---|
| 9004 | $2.00 | _____ | $_____ |
| 9009 | .60 | _____ | _____ |
| 6006 | 1.50 | _____ | _____ |
| 6019 | 4.00 | _____ | _____ |

Assignment # 5

Ordering merchandise-Refer to chapter 6

Order needed merchandise from your vendors and obtain purchase orders for each vendor.

Assignment # 6

Updating

1. Delete the following stock items from your inventory:

2020
0005

2. Change the desired stock levels on the following items:

| Stock # | Present Inv. Level | New Inv. Level |
|---|---|---|
| 4007 | 12 | 24 |
| 6015 | 6 | 12 |

3. Obtain a customers' name and address list.
   Delete customers' names for which there has been no activity.
   Again, obtain a customers' name and address list.

4. Change the address for Holgren's to:

   721 Draper
   Blacksburg, Virginia 24060
   Phone: same

Assignment # 7

1. Obtain the following reports: (refer to chapter 7)

   a. Physical inventory checklist.
   b. Turnover report.
   c. Backorder item report.
   d. Item movement report.
   e. Inventory value report.

2. What is the turnover for the following inventory items?

| Stock # | Turnover |
|---|---|
| 9007 | _____ |
| 6012 | _____ |
| 0029 | _____ |
| 6005 | _____ |

3. What is the total value of the inventory in stock.

   $ _____

All readings are from the Store Manager documentation.

## VENDORS

Draper Wholesalers
9000 Sun Valley Road
Blacksburg, VA 24060

Phone: 442-9000

Evans School Clothing Supply
4000 Jones Highway
Blacksburg, VA 24060

Phone: 442-4000

Heath's Gifts
2000 Chelsea Lane
Blacksburg, VA 24060

Phone: 442-2000

Holgrens School Supplies
6000 School Street
Blacksburg, VA 24060

Phone: 442-6000

Jones Office Supplies
1001 Preston Parkway
Christiansburg, VA 24055

Phone: 861-1001

## APPENDIX B

## Microcomputer Attitude Scale I

## MICROCOMPUTER ATTITUDE SCALE

Please respond to the following statements by using the scale below:

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree

Circle the response that best reflects your feelings about the statement.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | I am <u>not</u> apprehensive about working on the microcomputer. | SA | A | U | D | SD |
| 2. | Computers play an important role in marketing. | SA | A | U | D | SD |
| 3. | Computers are intimidating. | SA | A | U | D | SD |
| 4. | I am sure that I can do the inventory assignments on the microcomputer. | SA | A | U | D | SD |
| 5. | Computers are fun. | SA | A | U | D | SD |
| 6. | I feel nervous about working on the microcomputer. | SA | A | U | D | SD |
| 7. | I am worried that I cannot do the assigned tasks on the microcomputer. | SA | A | U | D | SD |
| 8. | Computers are <u>not</u> important in marketing. | SA | A | U | D | SD |
| 9. | I feel positive about working on the microcomputer. | SA | A | U | D | SD |
| 10. | I am upset that we are spending time in this course on the microcomputer. | SA | A | U | D | SD |
| 11. | I don't want to work on the microcomputer. | SA | A | U | D | SD |
| 12. | I am glad that we are going to work on the microcomputer in this course. | SA | A | U | D | SD |

Developed by Betty Heath, Marketing Education, Virginia Polytechnic Institute and State University (Virginia Tech) 1983

APPENDIX C

Microcomputer Skill Assessment Scale II

Generic Skills IIA

Inventory Skills IIB

## MICROCOMPUTER SKILL INVENTORY

Using the scale below, rate how well you think that you can perform the following tasks on the microcomputer.

### RATING SCALE

0--I have no confidence in my ability to perform this task.
1--I have little confidence in my ability to perform this task.
2--I have some confidence in my ability to perform this task.
3--I have much confidence in my ability to perform this task.
4--I have a great deal of confidence in my ability to perform this task.

Circle the response that best reflects your level of confidence to perform the task.

The following tasks pertain to the operation of a microcomputer.

| | | |
|---|---|---|
| 1. | Identify the central processing unit. | 0 1 2 3 4 |
| 2. | Identify the monitor. | 0 1 2 3 4 |
| 3. | Identify a disk drive. | 0 1 2 3 4 |
| 4. | Turn on the microcomputer. | 0 1 2 3 4 |
| 5. | Put a diskette into the disk drive. | 0 1 2 3 4 |
| 6. | Put a program into the computer's memory. | 0 1 2 3 4 |
| 7. | Use the computer's keyboard. | 0 1 2 3 4 |
| 8. | Use a printer with the computer. | 0 1 2 3 4 |

The following tasks pertain to the use of a microcomputer inventory control program.

| | | |
|---|---|---|
| 9. | Start up an inventory control program. | 0 1 2 3 4 |
| 10. | Create an inventory and customer file in an inventory control program. | 0 1 2 3 4 |
| 11. | Enter new inventory items into an inventory file. | 0 1 2 3 4 |
| 12. | Delete stock from the inventory file. | 0 1 2 3 4 |
| 13. | Enter customer and vendors' names and addresses into a file. | 0 1 2 3 4 |
| 14. | Delete customer and vendor names from the file. | 0 1 2 3 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15. | Update the inventory, customer, and vendor files. | 0 | 1 | 2 | 3 | 4 |
| 16. | Copy inventory and customer data files. | 0 | 1 | 2 | 3 | 4 |
| 17. | Enter daily sales. | 0 | 1 | 2 | 3 | 4 |
| 18. | Obtain a packing slip and invoice. | 0 | 1 | 2 | 3 | 4 |
| 19. | Provide a price quote report to a customer. | 0 | 1 | 2 | 3 | 4 |
| 20. | Order needed merchandise and obtain a purchase order. | 0 | 1 | 2 | 3 | 4 |
| 21. | Post receipt of merchandise and obtain a receiving report. | 0 | 1 | 2 | 3 | 4 |
| 22. | Change the sales price of an item currently stored in an inventory file. | 0 | 1 | 2 | 3 | 4 |
| 23. | Inquire into an inventory file to determine price and availability of a merchandise item. | 0 | 1 | 2 | 3 | 4 |
| 24. | Obtain cash and sales totals, monthly sales totals, and year-to-date sales total. | 0 | 1 | 2 | 3 | 4 |
| 25. | Obtain a physical inventory checklist. | 0 | 1 | 2 | 3 | 4 |
| 26. | Obtain a turnover report. | 0 | 1 | 2 | 3 | 4 |
| 27. | Obtain a backorder item report. | 0 | 1 | 2 | 3 | 4 |
| 28. | Obtain an item movement report. | 0 | 1 | 2 | 3 | 4 |
| 29. | Obtain an inventory value report. | 0 | 1 | 2 | 3 | 4 |
| 30. | Obtain a customer name and address list. | 0 | 1 | 2 | 3 | 4 |

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APPENDIX D

Table 1-Attitude Scale Pre and Posttest Means

Table 2-Attitude Scale Pre and Posttest Individual Differences

Table 3-Skill Scales Pre and Posttest Means

Table 4-Skill Scales Pre and Posttest Individual Differences

Table 5-Instructor and Student Skill Evaluation Differences

TABLE 1

Means for Attitude Scale I
Pretest, Posttest, and Differences
(N=40)

| ITEM | Pretest | Posttest | Differences |
|---|---|---|---|
| 1. I am not apprehensive about working on the microcomputer. | 3.29 | 4.36 | 1.07 |
| 2. Computers play an important role in marketing | 4.56 | 4.71 | .15 |
| 3. Computers are intimidating. | 2.95 | 3.44 | .49 |
| 4. I am sure that I can do the inventory assignments on the microcomputer. | 3.54 | 4.56 | 1.02 |
| 5. Computers are fun. | 3.56 | 4.17 | .61 |
| 6. I feel nervous about working on the microcomputer. | 2.68 | 3.71 | 1.03 |
| 7. I am worried that I cannot do the assigned tasks on the microcomputer. | 3.22 | 4.32 | 1.10 |
| 8. Computers are not important in marketing. | 4.56 | 4.61 | .05 |
| 9. I feel positive about working on the microcomputer | 3.54 | 4.32 | .82 |
| 10. I am upset that we are spending time in this course on the microcomputer. | 4.27 | 4.58 | .31 |
| 11. I don't want to work on the microcomputer. | 4.27 | 4.51 | .24 |
| 12. I am glad that we are going to work on the microcomputer in this course. | 4.29 | 4.61 | .32 |
| Overall Scale Means | 44.73 | 51.90 | 7.17 |

TABLE 2

Individual Differences in
Student Pretest and Posttest
Scores for the Attitude Scale I

| ATTITUDE - SCALE | | | |
|---|---|---|---|
| Student # | Pretest | Posttest | Differences |
| 1 | 47 | 51 | + 4 |
| 2 | 41 | 58 | +17 |
| 3 | 42 | 55 | +13 |
| 4 | 45 | 50 | + 5 |
| 5 | 41 | 50 | + 9 |
| 6 | 35 | 47 | +12 |
| 7 | 50 | 59 | + 9 |
| 8 | 43 | 56 | +13 |
| 9 | 45 | 57 | +12 |
| 10 | 40 | 58 | +18 |
| 11 | 48 | 58 | +10 |
| 12 | 44 | 57 | +13 |
| 13 | 44 | 55 | +11 |
| 14 | 46 | 56 | +10 |
| 15 | 46 | 52 | + 6 |
| 16 | 42 | 54 | +12 |
| 17 | 60 | 60 | 0 |
| 18 | 58 | 58 | 0 |
| 19 | 46 | 47 | + 1 |
| 20 | 56 | 54 | - 2 |
| 21 | 52 | 51 | - 1 |
| 22 | 56 | 56 | 0 |
| 23 | 57 | 56 | - 1 |
| 24 | 49 | 54 | + 5 |
| 25 | 55 | 56 | + 1 |
| 26 | 35 | 42 | + 7 |
| 27 | 55 | 54 | - 1 |
| 28 | 25 | 47 | +22 |
| 29 | 42 | 56 | +14 |
| 30 | 49 | 50 | + 1 |
| 31 | 48 | 47 | - 1 |
| 32 | 51 | 60 | + 9 |
| 33 | 52 | 50 | - 2 |
| 34 | 38 | 43 | + 5 |
| 35 | 37 | 54 | +17 |
| 36 | 50 | 55 | + 5 |
| 37 | 48 | 55 | + 7 |
| 38 | 46 | 54 | + 8 |
| 39 | 37 | 55 | +18 |
| 40 | 37 | 49 | +12 |

TABLE 3

Means For Tasks on Scale II
(Generic Skills and Inventory Skills)
Pretest, Posttest, and Differences

| TASKS | Pretest | Posttest | Differences |
|---|---|---|---|
| Scale II A - Generic Skills | | | |
| 1. Identify the central processing unit. | .7073 | 3.610 | 2.90 |
| 2. Identify the monitor. | 1.1707 | 3.902 | 2.73 |
| 3. Identify a disk drive. | 1.1707 | 3.902 | 2.73 |
| 4. Turn the computer on. | 1.3171 | 3.512 | 2.19 |
| 5. Put a diskette into the disk drive | .7317 | 3.854 | 3.12 |
| 6. Put a program into the computer's memory | .2195 | 3.585 | 3.37 |
| 7. Use the computer's keyboard. | 1.2439 | 3.805 | 2.56 |
| 8. Use a printer with the computer. | .2683 | 3.902 | 3.63 |
| Scale II A Means | 6.829 | 30.07 | 23.23 |
| Scale II B - Inventory Skills | | | |
| 9. Start up an inventory control program. | .0976 | 3.878 | 3.78 |
| 10. Create an inventory and customer file in an inventory control program. | .0976 | 3.854 | 3.76 |
| 11. Enter new inventory items into an inventory file | .0976 | 3.756 | 3.66 |
| 12. Delete stock from the inventory file. | .0976 | 3.878 | 3.78 |
| 13. Enter customer and vendors names and addresses into a file. | .1220 | 3.854 | 3.73 |
| 14. Delete customer and vendor names from the file. | .0976 | 3.878 | 3.78 |
| 15. Update the inventory, customer, and vendor files | .0976 | 3.854 | 3.76 |
| 16. Copy inventory and customer data files. | .0976 | 3.561 | 3.46 |
| 17. Enter daily sales | .0976 | 3.731 | 3.63 |

Continued on next page

TABLE 3 (Continued)

Means For Tasks on Scale II
(Generic Skills and Inventory Skills)
Pretest, Posttest, and Differences

| TASKS | Pretest | Posttest | Differences |
|---|---|---|---|
| Scale II B - Inventory Skills (cont.) | | | |
| 18. Obtain a packing slip and invoice. | .0976 | 3.537 | 3.44 |
| 19. Provide a price quote report to a customer. | .0732 | 3.390 | 3.32 |
| 20. Order needed merchandise and obtain a purchase order. | .0732 | 3.756 | 3.68 |
| 21. Post receipt of merchandise and obtain a receiving | .0976 | 3.756 | 3.66 |
| 22. Change the sale price of an item currently stored in an inventory file. | .0976 | 3.415 | 3.32 |
| 23. Inquire into an inventory file to determine price and availability of a merchandise item. | .0976 | 3.268 | 3.17 |
| 24. Obtain cash and sales totals, monthly sales totals, and year-to-date sales total. | .0976 | 3.610 | 3.51 |
| 25. Obtain a physical inventory checklist. | .0732 | 3.780 | 3.71 |
| 26. Obtain a turnover report. | .0732 | 3.780 | 3.71 |
| 27. Obtain a backorder item report. | .0732 | 3.780 | 3.71 |
| 28. Obtain an item movement report. | .0732 | 3.780 | 3.71 |
| 29. Obtain an inventory value report. | .0732 | 3.780 | 3.71 |
| 30. Obtain a customer name and address list. | .1220 | 3.780 | 3.66 |
| Scale II B Means | 2.024 | 81.66 | 79.65 |
| Scale II Overall Means | 8.854 | 111.73 | 102.88 |

TABLE 4

Differences in Pretest Scores for the
Skill Inventory - Scale II
Scale IIA - Generic Skills*
Scale IIB - Inventory Control Skills

MICROCOMPUTER SKILLS

| Student # | Generic Skills-Scale IIA | | | Inventory Skills-Scale IIB | | | Totals - Scale II | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pre-test IIA | Post-test IIA | Difference IIA | Pre-test IIB | Post-test IIB | Differences IIB | Pre-test II | Post-test II | Differences II |
| 1 | 0 | 32 | +32 | 0 | 87 | +87 | 0 | 119 | +119 |
| 2 | 6 | 32 | +26 | 0 | 88 | +88 | 6 | 120 | +114 |
| 3 | 13 | 32 | +19 | 0 | 87 | +87 | 13 | 119 | +106 |
| 4 | 24 | 32 | + 8 | 0 | 85 | +85 | 24 | 117 | + 93 |
| 5 | 5 | 32 | +27 | 0 | 87 | +87 | 5 | 119 | +114 |
| 6 | 1 | 31 | +30 | 0 | 84 | +84 | 1 | 115 | +114 |
| 7 | 20 | 32 | +12 | 0 | 87 | +87 | 20 | 119 | + 99 |
| 8 | 10 | 29 | +19 | 0 | 78 | +78 | 10 | 107 | + 97 |
| 9 | 1 | 32 | +31 | 0 | 85 | +85 | 1 | 117 | +116 |
| 10 | 2 | 28 | +26 | 0 | 84 | +84 | 2 | 112 | +110 |
| 11 | 2 | 32 | +30 | 0 | 88 | +88 | 2 | 120 | +118 |
| 12 | 11 | 31 | +20 | 0 | 84 | +84 | 11 | 115 | +104 |
| 13 | 3 | 31 | +28 | 0 | 88 | +88 | 3 | 119 | +116 |
| 14 | 19 | 32 | +13 | 0 | 86 | +86 | 19 | 118 | + 99 |
| 15 | 3 | 32 | +29 | 0 | 86 | +86 | 0 | 118 | +118 |
| 16 | 20 | 31 | +11 | 0 | 85 | +85 | 0 | 116 | +116 |
| 17 | 15 | 32 | +17 | 0 | 81 | +81 | 0 | 113 | +113 |
| 18 | 32 | 32 | 0 | 74 | 86 | +12 | 106 | 118 | + 12 |
| 19 | 0 | 27 | +27 | 0 | 67 | +67 | 0 | 94 | + 94 |
| 20 | 8 | 31 | +23 | 0 | 88 | +88 | 8 | 119 | +111 |
| 21 | 4 | 32 | +28 | 0 | 87 | +87 | 4 | 119 | +115 |
| 22 | 18 | 30 | +12 | 0 | 88 | +88 | 18 | 118 | +100 |
| 23 | 0 | 32 | +32 | 0 | 85 | +85 | 0 | 117 | +117 |
| 24 | 0 | 31 | +31 | 0 | 81 | +81 | 0 | 112 | +112 |
| 25 | 9 | 30 | +21 | 9 | 88 | +79 | 18 | 118 | +100 |
| 26 | 0 | 28 | +28 | 0 | 78 | +78 | 0 | 106 | +106 |
| 27 | 0 | 32 | +32 | 0 | 86 | +86 | 0 | 118 | +118 |
| 28 | 0 | 27 | +27 | 0 | 72 | +72 | 0 | 99 | + 99 |
| 29 | 13 | 29 | +16 | 0 | 84 | +84 | 13 | 113 | +100 |
| 30 | 1 | 32 | +31 | 0 | 87 | +87 | 1 | 119 | +118 |
| 31 | 9 | 31 | +22 | 34 | 79 | +45 | 43 | 110 | + 67 |
| 32 | 1 | 32 | +31 | 0 | 88 | +88 | 1 | 120 | +119 |
| 33 | 11 | 31 | +20 | 0 | 83 | +83 | 11 | 114 | +103 |
| 34 | 8 | 28 | +20 | 0 | 67 | +67 | 8 | 95 | + 87 |
| 35 | 13 | 32 | +19 | 0 | 86 | +86 | 13 | 118 | +105 |
| 36 | 0 | 31 | +31 | 0 | 87 | +87 | 0 | 118 | +118 |
| 37 | 6 | 30 | +24 | 0 | 84 | +84 | 6 | 114 | +108 |
| 38 | 9 | 29 | +20 | 0 | 85 | +85 | 9 | 114 | +105 |
| 39 | 1 | 32 | +31 | 0 | 80 | +80 | 1 | 112 | +111 |
| 40 | 0 | 32 | +32 | 0 | 84 | +84 | 0 | 116 | +116 |

* Basic skills needed to operate the microcomputer.

TABLE 5

Difference between the Instructor's evaluation of the students' skills and the students' self evaluation of their skills

| Student # | Instructor's Evaluation | Students' Self Evaluation | Difference * |
|---|---|---|---|
| 1 | 119 | 120 | 1 S |
| 2 | 120 | 120 | 0 |
| 3 | 119 | 120 | 1 S |
| 4 | 117 | 120 | 3 S |
| 5 | 119 | 119 | 0 |
| 6 | 115 | 116 | 1 S |
| 7 | 119 | 120 | 1 S |
| 8 | 107 | 119 | 12 S |
| 9 | 117 | 117 | 0 |
| 10 | 112 | 120 | 8 S |
| 11 | 120 | 120 | 0 |
| 12 | 115 | 120 | 5 S |
| 13 | 119 | 119 | 0 |
| 14 | 118 | 118 | 0 |
| 15 | 118 | 117 | 1 I |
| 16 | 116 | 120 | 4 S |
| 17 | 113 | 119 | 6 S |
| 18 | 118 | 119 | 1 S |
| 19 | 94 | 103 | 9 S |
| 20 | 119 | 120 | 1 S |
| 21 | 119 | 120 | 1 S |
| 22 | 118 | 120 | 2 S |
| 23 | 117 | 120 | 3 S |
| 24 | 112 | 118 | 6 S |
| 25 | 118 | 120 | 2 S |
| 26 | 106 | 111 | 5 S |
| 27 | 118 | 120 | 2 S |
| 28 | 99 | 106 | 7 S |
| 29 | 113 | 119 | 6 S |
| 30 | 119 | 120 | 1 S |
| 31 | 110 | 112 | 2 S |
| 32 | 120 | 120 | 0 |
| 33 | 114 | 106 | 8 I |
| 34 | 95 | 95 | 0 |
| 35 | 118 | 115 | 3 I |
| 36 | 118 | 108 | 10 I |
| 37 | 114 | 106 | 8 I |
| 38 | 114 | 119 | 5 S |
| 39 | 112 | 120 | 8 S |
| 40 | 116 | 119 | 3 S |

* S = Indicates that the students gave themselves a higher Posttest Score

I = Indicates that the instructor gave the higher score

# EXTENT OF INVOLVEMENT OF SPECIAL NEEDS STUDENTS IN DECA: A NATIONAL PERSPECTIVE

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## INTRODUCTION

Very few vocational educators are unaware of the emphasis placed on special needs students in vocational education programs during the past decade. Special needs students, as defined by vocational legislation, include handicapped individuals (mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled and health impaired individuals) and disadvantaged individuals (academically disadvantaged, economically disadvantaged and limited English proficiency populations).

Legislative mandates during the past ten years have been passed to provide equal access to vocational education programs for special needs learners. These laws include (a) The Education for All Handicapped Children Act of 1975 (Public Law 94-142) which emphasizes that identified handicapped students should be placed in regular education programs that are least restrictive to their handicapping conditions, (b) Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) requires that no otherwise qualified handicapped person shall be excluded from participation in programs or activities which receive federal funds, including vocational education programs, and (c) The Vocational Education Amendments of 1976 (Public Law 94-482) which mandate specific setaside funds from basic grant monies provided for each state. The setasides are established at 10% of the basic grant to be used to provide program improvement and supportive services for handicapped students in vocational programs and 20% to be expended for disadvantaged students. These monies must be matched on a 50/50 basis with state and local funds and can only be used

to offset the excess costs which are above and beyond what other students are provided in a regular vocational program.

As a result of these laws, a significant increase has been seen in efforts to provide access to and equality of vocational education opportunities for special needs populations.

The numbers of special needs students enrolled in vocational programs has significantly increased during the past several years. The enrollment of handicapeed individuals in these program areas has increased 89.9% from 1972-73. The 1979-80 enrollment figures recorded by the National Center for Education Statistics reveal that 400,575 handicapped students were enrolled in vocational education programs. A total of 12,204 handicapped students were enrolled in distribution programs during this academic year.

During the same seven year period the enrollment of disadvantaged students increased by 64.5%. A total of 91,453 disadvantaged students and 2,974 limited English Proficient (LEP) students were enrolled in distribution programs. These three categories of special needs students represented 11.1% of the total enrollment in distribution programs.

The increased enrollment is encouraging. However, there is little evidence to indicate that these students are becoming actively involved in vocational student organization activities. These organizations are an integral part of our curriculum and contribute to the comprehensive learning experience of the students. The activities, rather than being extracurricular, are intracurricular because they are integrated into the ongoing instructional program. Experiences gained from participation in VSO's also reinforce and

supplement the material covered in classroom instruction by providing new perspectives and a positive, stimulating learning atmosphere.

There are many advantages of participating in vocational student organizations, including: (a) providing an opportunity to build self-confidence, (b) providing motivation to learn, (c) providing valuable information about independent living and citizenship, (d) developing leadership skills, (e) developing interpersonal relationship skills, (f) improving vocationally related and employability skills, and (g) providing for effective teacher-student interaction.

Traditionally, special needs students enrolled in vocational programs have been discouraged from participating in VSO activities. Several key factors relating to this issue were identified by Birchenall and Wanat (1981) as follows:

1. Lack of motivation and self-confidence.
2. A tendency toward selective and elitist membership in VSO's.
3. Negative attitudes of administrators and supervisors concerning the integration and participation of handicapped students in VSO's.
4. Emphasis on competition.
5. Insufficient or inappropriate activities for the handicapped.
6. Lack of recruitment and public relations activities to encourage the handicapped to join VSO's.
7. Insufficient support services to accommodate the special needs of handicapped students (e.g., transportation for after-school activities).
8. Attempt to create separate student organizations for the handicapped.

One challenge facing vocational education in this next decade is that of meeting the needs of special needs students enrolled in vocational programs. If we as vocational teachers truly believe that VSO's are an integral part of our curriculum, then every classified student, special needs or others, should be involved, or have the opportunity to be involved. The process of making this a reality is quite simple: we need to actively recruit special needs students and prepare the competitive events in which special needs students can compete. Properly managed, the VSO is one of our most valuable methods of delivering vocational instruction.

## OBJECTIVES OF THE STUDY

The objective of this study was to determine the extent of involvement of special needs students in Distributive Education Clubs of America (DECA) chapters and competitive events, including the degree of participation in chapter activities and competency skill events, the level of support services provided by the local district and special techniques and modifications used to assist these students in DECA competency/skill events and chapter activities.

To achieve this purpose, the study was centered around the following research questions:

1. To what extent does the level of education achieved by the DECA chapter advisor affect the level of involvement of special needs students in DECA activities and competitive events?
2. To what extent does undergraduate training in working with special needs students affect the level of involvement of

special needs students in DECA activities and competitive events?

3. To what extent does graduate training in working with special needs students affect the level of involvement of special needs students in DECA activities and competitive events?
4. To what extent does the number of years of teaching experience of DECA advisors affect the level of involvement of special needs students in DECA activities and competitive events?
5. To what extent does the number of years as a DECA chapter advisor affect the level of involvement of special needs students in DECA activities and competitive events?

## METHODS AND PROCEDURES

A survey form was developed. The questions on the survey were discussed by personnel in vocational special needs, marketing and distributive education and DECA advisors. This preliminary questionnaire was field tested by graduate students enrolled in several courses at the University of Georgia (Marketing and Distributive Education course, Vocational Special Needs course) as well as a number of DECA advisors in Georgia. Changes were made in the survey instrument as a result of the field testing.

The state DECA advisor was contacted in each state and the District of Columbia. These advisors were asked to supply the names and addresses of five DECA advisors who are currently working with handicapped and disadvantaged in their DECA chapters. A coded survey

questionnaire was sent to each of these five advisors with a letter of explanation presenting the objectives of the study and how the researchers obtained their names. A background data sheet was also included in the packet. This form was designed to collect important data concerning relevant variables (i.e., highest level of education completed, training in working with special populations, number of years taught and number of years as a chapter advisor).

A system for collecting responses was developed. After a period of one month, a second questionnaire was sent to non respondents with a follow-up cover letter.

Following the second mailout a total of 132 responses were received. This represented a 59% return. At this time these responses were examined to determine whether a representative sample was received in relationship to geographic area, sex, level of education, training vehicle in working with special needs learners (e.g., coursework, preservice, inservice, workshops, volunteer work), number of years taught and number of years as chapter advisor. The results indicated that the returns were uniformly representative of the aforementioned areas; therefore, the data was processed.

A researcher from the Division of Educational Psychology at the University of Georgia consulted with the authors at various stages of the instrument development, methodology and analysis stages.

A one-way analysis of variance was the statistical procedure used, with the survey instrument representing the dependent variable. The independent variables were: (a) highest level of education completed, (b) training in working with special needs students at the undergraduate level, (c) training in working with special needs stu-

dents at the graduate level, (d) number of years of teaching experience and (e) number of years as a chapter advisor. The purpose of the ANOVA is to compare groups in terms of the mean score.

Summary ANOVA tables for the five independent variables are presented below.

TABLE 1

ANOVA SUMMARY TABLE

FOR HIGHEST LEVEL OF EDUCATION COMPLETED

| Source | DF | SS | MS | F | |
|---|---|---|---|---|---|
| Educational Level | 4 | 121.18 | 30.29 | 0.13* | PR > F |
| Within Group | 128 | 30169.96 | 235.70 | | 0.9718 |
| Total | 132 | 30291.14 | | | |

*P < .05

TABLE 2

ANOVA SUMMARY TABLE

FOR TRAINING IN WORKING WITH SPECIAL NEEDS

STUDENTS AT THE UNDERGRADUATE LEVEL

| Source | DF | SS | MS | F | |
|---|---|---|---|---|---|
| Undergraduate Programs | 9 | 3393.36 | 377.04 | 1.72* | PR > F |
| Within Groups | 123 | 26897.78 | 218.68 | | .0899 |
| Total | 132 | 30291.14 | | | |

*P < .05

TABLE 3

ANOVA SUMMARY TABLE

FOR TRAINING IN WORKING WITH SPECIAL NEEDS

STUDENTS AT THE GRADUATE LEVEL

| Source | DF | SS | MS | F | |
|---|---|---|---|---|---|
| Graduate Programs | 10 | 5279.13 | 527.91 | 2.55* | PR > F |
| Within Programs | 121 | 25001.14 | 206.62 | | .0078 |
| Total | 131 | 30280.27 | | | |

*P < .05

TABLE 4

ANOVA SUMMARY TABLE

FOR YEARS TAUGHT

| Source | DF | SS | MS | F | |
|---|---|---|---|---|---|
| Years Taught | 4 | 470.47 | 117.62 | 0.50* | PR > F |
| Within Groups | 127 | 29809.79 | 234.72 | | .7350 |
| Total | 131 | 30280.26 | | | |

*P < .05

TABLE 5

ANOVA SUMMARY TABLE

FOR YEARS AS A CHAPTER ADVISOR

| Source | DF | SS | MS | F | |
|---|---|---|---|---|---|
| Years as Advisor | 4 | 1169.15 | 292.29 | 1.36* | PR > F .2503 |
| Within Groups | 126 | 27007.66 | 214.35 | | |
| Total | 130 | 28176.81 | | | |

*P < .05

RESULTS: FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Findings

The purpose of the study was to determine the extent of involvement of special needs students in DECA chapter activities and competitive events.

Looking at the summary tables it is evident that only one independent variable was found to be significant at the .05 level: training in working with special needs students at the graduate level.

In an attempt to determine the number of responses to various training options/patterns a cross coding was developed as follows:

TABLE 6

TRAINING OPTIONS/PATTERNS

0. NONE
1. COURSEWORK
2. COURSEWORK + PRESERVICE
3. COURSEWORK + WORKSHOP

4. COURSEWORK + VOLUNTEER

5. COURSEWORK + PRESERVICE + WORKSHOP

6. COURSEWORK + PRESERVICE + VOLUNTEER

7. COURSEWORK + PRESERVICE + WORKSHOP + VOLUNTEER

8. PRESERVICE

9. PRESERVICE + WORKSHOP

10. PRESERVICE + VOLUNTEER

11. PRESERVICE

12. WORKSHOP

13. WORKSHOP + VOLUNTEER

14. WORKSHOP + VOLUNTEER + COURSEWORK

15. VOLUNTEER

16. WORKSHOP + INSERVICE

17. COURSEWORK + INSERVICE

18. COURSEWORK + INSERVICE + WORKSHOP

19. INSERVICE

20. COURSEWORK + INSERVICE + WORKSHOP + VOLUNTEER

The percentage of responses to these training options/patterns were as follows:

TABLE 7

PERCENTAGE OF RESPONSE TO TRAINING OPTIONS/PATTERNS

| Training Option/Pattern | Percentage of Response |
|---|---|
| ** NONE | 34.3 |
| ** COURSEWORK | 17.5 |
| ** COURSEWORK + WORKSHOP | 6.5 |

| Training Option/Pattern | Percentage of Response |
|---|---|
| ** COURSEWORK + VOLUNTEER | .7 |
| ** WORKSHOP | 7.2 |
| ** WORKSHOP + VOLUNTEER + COURSEWORK | 1.4 |
| ** WORKSHOP + INSERVICE | 3.6 |
| ** COURSEWORK + INSERVICE | 4.3 |
| ** COURSEWORK + INSERVICE + WORKSHOP | 9.4 |
| ** INSERVICE | 9.4 |
| ** COURSEWORK + INSERVICE + WORKSHOP + VOLUNTEER | 1.4 |

## Conclusions

Conclusions presented in the study indicate that, of the five independent variables, only training experiences in working with special needs learners at the graduate level had any significant effect on the extent of involvement of these learners in DECA activities and competitive events.

## Recommendations

Based on the findings and conclusions in this study a number of recommendations are made concerning the involvement of special needs learners in DECA chapter activities and competitive events.

1. Increased emphasis should be made at the preservice level to acquaint MDE majors with effective techniques and modifications in working with special needs learners.
2. Increased emphasis should be placed on MDE majors with effective techniques and modifications in working with

special needs learners. (e.g., certification mandate to include methods and techniques of working with special needs learners).

3. Workshops and inservice sessions should be provided to MDE personnel to acquaint them with effective techniques and modifications in working with special needs learners.
4. Workshops and inservice sessions should be provided to support personnel (e.g., special education, resource teachers, disadvantaged specialists) to acquaint them with information on MDE programs and DECA chapter activities.
5. Cross training inservice sessions should be conducted involving both DECA advisors and support personnel.
6. Student participation in DECA activities should be incorporated into the individualized plans for the students (e.g., IEP).
7. Competitive events should be modified to incorporate different learning styles and individual capabilities (e.g., taped directions, hands-on demonstrations).
8. Facilities where chapter activities and/or competitive events take place should be examined for accessibility.

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# An Experimental Research Study

# of the

# Correlation Between Aptitude and BASIC Computer Operations

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ABSTRACT

Fear of failure appears to be restricting the use of microcomputers by many otherwise innovative educators. This fear seems to focus on a concern for one's ability to learn to use the microcomputer. The research study was conducted to assess the different abilities of educators and compare these scores with achievement on a comprehensive measure of successful learning in a computer operations course. (BASIC computer operations is defined as the ability to utilize the BASIC computer language to instruct the computer and to perform basic operations on the computer.)

A significant finding of the study is that verbal reasoning is related to achievement in computer operations. The degree of relationship is 66 percent. The extent to which verbal reasoning can predict success in using the microcomputer is 66 percent. A second major finding is that numerical ability is not a valid predictor of success in computer operations. The extent to which numerical ability can predict success in using the microcomputer is 18 percent.

Other abilities which were compared with success in computer operations are: language usage, 33 percent; clerical speed, 32 percent; abstract reasoning, 31 percent; space relations, 28 percent; spelling, 1 percent; and mechanical reasoning, -.05 percent.

Thirty-four educators enrolled in two computer operations courses and participated in the study. The eight subtests of the Differential Aptitude Tests (DAT) were administered over a period of three class sessions. The BASIC Computer Operations (BCO) test was admininistered during the last class session. The scores on each subtest of the DAT were paired with the scores on the BCO test to obtain eight correlations.

Due to the unusual findings in the study, the following recommendations are suggested. (1) That educators who score high on verbal reasoning gain expertise in computer operations. (2) That educators who teach in content fields that emphasize verbal reasoning reassess the role of the computer in their programs. (3) That school administrators re-examine the validity of scheduling computer courses in programs related to numerical concepts. (4) That school administrators give careful consideration to offering computer courses in subject areas related to verbal reasoning. (5) That additional research which examines the relationship between ability and success in computer operations be conducted.

## PURPOSE

Fear of failure appears to be retarding the use of computers by many otherwise innovative educators. A whole host of fears seem to focus on a concern for one's ability to learn to use the computer. The purpose of the study is to assess the different abilities of educators and compare these scores with achievement in a BASIC Computer Operations course. (BASIC computer operations is defined as the ability to utilize the BASIC computer language to instruct the computer and to perform basic operations on the computer.)

## OBJECTIVES

The objectives of the study are as follows:

1. To determine the relationship between verbal reasoning ability and achievement in BASIC computer operations.
2. To determine the relationship between language usage ability and achievement in BASIC computer operations.
3. To determine the relationship between clerical speed ability and achievement in BASIC computer operations.
4. To determine the relationship between abstract reasoning ability and achievement in BASIC computer operations.
5. To determine the relationship between space relations ability and achievement in BASIC computer operations.
6. To determine the relationship between numerical ability and achievement in BASIC computer operations.
7. To determine the relationship between spelling ability and achievement in BASIC computer operations.
8. To determine the relationship between mechanical reasoning ability and achievement in BASIC computer operations.

## SAMPLE

Thirty-nine educators registered for credit in the course titled "BASIC Computer Operations in Education" during the Spring Semester, 1983. Educators who were absent and failed to complete the eight subtests of the DAT were removed from the sample. This procedure resulted in the sample being reduced to thirty-four (n = 34).

## INSTRUMENTATION

The Differential Aptitude Tests (DAT) were developed in 1947 and have been revised and standardized over the years. The tests sample many kinds of mental activity. Aptitudes appear to be caused by the interaction of heredity and environment. The aptitude test measures one's predisposition

to learning which includes intelligence, achievement, personality, interests, and special skills. Aptitude tests are clearly a measure of the capacity to learn.

Each of the eight subtests are an independent and reliable measure of a specific aptitude or ability to learn. The eight subtests are described briefly below:

1. Verbal Reasoning: The ability to understand concepts and the capacity to reason with words.

2. Language Usage: The ability to detect errors in grammar, punctuation, and capitalization.

3. Clericl Speed: The ability to compare and mark simple letter and number combinations quickly and accurately.

4. Abstract Reasoning: The ability to understand relationships among things, such as objects, patterns, diagrams, or designs.

5. Space Relations: The ability to mentally visualize the shape, size, and position of objects in three dimensions.

6. Numerical Ability: The ability to understand numerical relationships and to be able to work with ideas expressed in numbers.

7. Spelling: The ability to recognize incorrectly spelled words.

8. Mechanical Reasoning: The ability to understand mechanical principles and the laws of everyday physics.

The BASIC Computer Operations (BCO) test consists of 80 multiple choice and true-false questions. The questions were selected from various sources and edited by the researcher so that the questions would not refer to a specific computer brand or model. The BCO test was designed around the content of the BASIC Computer Operations course in which the educators were enrolled.

## RESEARCH DESIGN

The study involves public school educators who on their own volition registered for a graduate course titled "BASIC Computer Operations in Education" during the Spring Semester, 1983. Thirty-nine educators registered for the course which was offered at two sites (Beckley and Clarksburg). The eight subtests of the DAT were administered over a period of three class sessions. Educators who were absent and failed to complete the eight subtests were removed from the sample. The BASIC Computer Operations (BCO) test was admininistered during the last class session. The scores on each subtest of the DAT were paired with the scores on the BCO test to obtain eight correlations. The researcher designed the following Pearson Product-Moment Correlation Program for the Apple IIe:

```
302 PRINT "PEARSON PRODUCT-MOMENT CORRELATION BETWEEN"
303 PRINT "X SCORES AND Y SCORES"
304 PRINT: PRINT
```

```
305 PRINT "TEST X          TEST Y          X TIMES Y"
307 PRINT "-----------------------------------------"
308 PRINT
310 FOR N=1 TO 34
315 READ X,Y: REM VARIABLES X AND Y PAIRED
335 LET T=X*Y: REM MULTIPLY X AND Y
340 LET A=X*X: REM SQUARE EACH X
345 LET G=G+A: REM ADD SQUARED VALUES OF X
350 LET B=Y*Y: REM SQUARE EACH Y
355 LET J=J+B: REM ADD SQUARED VALUES OF Y
360 LET S=S+X: REM ADD ALL X SCORES
370 LET C=C+Y: REM ADD ALL Y SCORES
385 PRINT X,Y,T: REM PRINT THE VALUE OF X, Y AND X TIMES Y
390 DATA X, Y: REM 34 PAIRED SCORES
725 LET P=P+T: REM ADD THE PRODUCTS OF X TIMES Y
730 NEXT N: REM LOOPS 34 TIMES
750 LET I=P*34: REM MULTIPLY THE PRODUCTS OF THE SUMS OF X
    AND Y BY N
760 LET F=G*34: REM MULTIPLY THE SUM OF SQUARED XS BY N
770 LET K=S*S: REM SQUARE THE SUM OF XS
780 LET H=J*34: REM MULTIPLY THE SUM OF SQUARED YS BY N
790 LET L=C*C: REM SQUARE THE SUM OF YS
800 LET M=S*C: REM MULTIPLY THE SUMS OF X AND Y
810 LET W=I-M: REM SUBTRACT THE PRODUCT OF THE SUM OF X
    AND SUM OF Y FROM THE PRODUCT OF THE SUM OF PRODUCTS X
    AND Y TIMES N
820 LET U=F-K: REM SUBTRACT THE PRODUCT OF THE SUM OF XS
    SQUARED FROM THE PRODUCT OF THE SUM OF SQUARED XS
    TIMES N
830 LET D=H-L: REM SUBTRACT THE PRODUCT OF THE SUM OF YS
    SQUARED FROM THE PRODUCT OF THE SUM OF SQUARED YS
    TIMES N
840 LET Z=U*D: REM MULTIPLY THE RESULTS OF N TIMES THE SUM
    OF XS SQUARED MINUS THE SUM OF XS SQUARED BY N TIMES
    THE SUM OF Y SQUARED MINUS THE SUM OF YS SQUARED
850 LET V=SQR(Z): REM FIND THE SQUARE ROOT OF THE PRODUCT
    FROM LINE 840
860 LET R=W/V: REM DIVIDE THE VALUE FROM LINE 810 BY THE
    VALUE FROM LINE 850 TO OBTAIN THE CORRELATION BETWEEN
    THE X SCORES AND Y SCORES
890 PRINT "-----","-----","-----"
900 PRINT S,C,P: REM PRINT THE SUM OF X, Y, AND X TIMES Y
910 PRINT:PRINT:PRINT
911 PRINT "THE SUM OF XY TIMES N IS ";I
912 PRINT "THE SUM OF X SQUARED TIMES N IS ";F
913 PRINT "THE SUM OF THE SQUARED XS IS ";G
916 PRINT "THE SUM OF THE SQUARED YS IS ";J
920 PRINT "THE SQUARE OF THE SUM OF XS IS ";K
925 PRINT "THE SUM OF Y SQUARED TIMES N IS ";H
930 PRINT "THE SQUARE OF THE SUM OF YS IS ";L
940 PRINT "THE PRODUCT OF THE SUMS OF X AND Y IS ";M
```

```
960 PRINT "THE COORELATION BETWEEN THE X SCORES AND Y
    SCORES IS ";R
```

## RESULTS

The correlations between subtest scores of the Differential Aptitude Tests (DAT) and scores on the BASIC Computer Operations (BCO) test for thirty-four (34) educators who completed the one-semester computer course in the Department of Occupational, Adult, and Safety Education at Marshall University during the Spring Semester, 1983 are as follows:

| | |
|---|---|
| Verbal Reasoning and BASIC Computer Operations | r = .66 |
| Language Usage and BASIC Computer Operations | r = .33 |
| Clerical Speed and BASIC Computer Operations | r = .32 |
| Abstract Reasoning and BASIC Computer Operations | r = .31 |
| Space Relations and BASIC Computer Operations | r = .28 |
| Numerical Ability and BASIC Computer Operations | r = .18 |
| Spelling and BASIC Computer Operations | r = .01 |
| Mechanical Reasoning and BASIC Computer Operations | r =-.05 |

## CONCLUSIONS

The conclusions are based on data obtained through the use of the eight independent subtests of the Differential Aptitude Tests and the BASIC Computer Operations Test. Generalizations are confined to evaluation instruments comparable to those used in the study. The conclusions are also limited to populations similar to the sample used in the study. Purposes other than to compare abilities with achievement were not explored in the study. The conclusions suggested within the limitations of the study are as follows:

1. The verbal reasoning ability of educators participating in the study is correlated with achievement in BASIC computer operations (r = .66).
2. The abilities of language usage, clerical speed, abstract reasoning, and space relations of educators participating in the study are correlated to some extent with achievement in BASIC computer operations (r = .33, r = .32, r = .31, r = .28).
3. A slight correlation of r = .18 exists between the numerical ability of educators participating in the study and achievement in BASIC computer operations.
4. A comparison of the test scores of educators participating in the study indicates a near absence of correlation between the spelling and mechanical reasoning abilities and achievement in BASIC computer operations (r = .01 and r =-.05).

## RECOMMENDATIONS

The study compares ability variables with achievement in BASIC computer operations. The results indicate that the verbal reasoning ability variable is related to achievement in BASIC computer operations. The recommendations which appear justified from the results and conclusions of the study are as follows:

1. That educators who score high on verbal reasoning gain expertise in BASIC computer operations.
2. That educators who teach in content fields that emphasize verbal reasoning reassess the role of the computer in their programs.
3. That school administrators re-examine the validity of scheduling computer courses in programs related to numerical concepts.
4. That school administrators give careful consideration to offering computer courses in subject areas related to verbal reasoning.
5. That additional research which examines the relationship between ability and achievement of computer skills be conducted.

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# An Experimental Investigation of the Need for Mediated Cognitive Strategies for Merchandising Majors in Information-Embedded Environments

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## Abstract

The manner in which an individual encodes and decodes information is effected by that individual's cognitive style. The study's purpose was to profile cognitive style preferences of merchandising majors; and to investigate the relationship between their cognitive style and performance in collegiate studies.

Results indicate that for students enrolled in a merchandising curriculum:

1. Cognitive style remains stable over time.
2. A positive correlation exists between overall grade point average and cognitive style.
3. Students scored significantly more toward field dependence.

It is appropriate to teach one to employ a set of learning strategies that would enable her/him to succeed in a different cognitive style environment.

# An Experimental Investigation of the Need for Mediated Cognitive Strategies for Merchandising Majors in Information-Embedded Environments

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Cognitive style refers to characteristic modes of functioning shown by individuals in their perceptual and thinking behaviors. (Zmud, 1979) The manner in which an individual encodes and decodes information is effected, in large part, by that individual's cognitive style. (Miller, et al., 1960) Cognitive styles can be measured along a continuum. (Witkin, et al., 1979; Witkin, 1965) At one extreme on the continuum are those individuals who perceive information in a global manner. The term "field dependent" is used to describe this style of perception. When collecting information through the visual mode, these individuals have difficulty abstracting relevant data from irrelevant data. However, these individuals are adept at integrating humanistic aspects of their environment with the decision process. At the other end of the continuum are those individuals possessing an extremely articulated cognitive style for encoding and decoding visual information. These individuals are adept at extracting data in information-embedded environments. The term "field independent" is used to describe this style of perception. However, these individuals have difficulty integrating humanistic aspects of their environment with the decision-making process.

## Purpose of the Study

Students with a cognitive style preference which is not in keeping with curriculum content may be at a significant disadvantage in the learning situation. (Canelos and Taylor, 1981) The purpose of this study was to profile the cognitive style preferences of merchandising majors; and to investigate the relationship between their cognitive style and performance in collegiate studies.

Specifically, three questions were addressed by this study:

1. Does cognitive style remain stable over time for students enrolled in a merchandising curriculum?

2. Is there a relationship between a merchandising student's overall grade point average (GPA) and the student's cognitive style preference?

3. Does a merchandising curriculum attract significantly more field dependent students as compared to a curriculum known to attract field independent students?

## Methodology

Subjects were selected from students enrolled in a merchandising curriculum at a four-year collegiate institution. The Group Embedded Figures Test (GEFT) was administered. Subjects supplied information regarding their GPA and their class standing (Jr./Sr.). A total of forty-seven merchandising subjects participated in this phase of the study.

To compare merchandising students to students in a curriculum known to attract field independent individuals, the GEFT was administered to a sample of students enrolled in a data processing curriculum. A total of thirty data processing students completed the GEFT.

The relationship between cognitive style and overall GPA was measured by the Pearson Product-Moment Correlation Coefficient. In order to measure both the stability of cognitive style and the extent of curriculum preference-by-style, the scores from the GEFT were nominalized. Scores from 1 to 7 were classified as field dependent, scores 12 through 18 were classified as field independent. Scores 8 through 11 were considered to be ambiguous on cognitive style preference and were therefore ignored as items for further analysis.

## Results

This study was designed to answer three questions (see page 2) pertaining to cognitive style preferences of merchandising majors.

1. The results indicate that cognitive style remains stable over time for students enrolled in a merchandising curriculum. No significant differences were found in the distribution of cognitive styles across class standing. These results are summarized in Table 1.

Table 1

Analysis of Cognitive Style Distribution

Across Class Standing

| Cognitive Style | Class Standing | N | $X^2$ | P |
|---|---|---|---|---|
| Field Dependent | Junior | 6 | .40 | NS |
| | Senior | 8 | | |
| Field Independent | Junior | 4 | | |
| | Senior | 9 | | |

2. A positive correlation between overall grade point average and cognitive style was found. This correlation was significant at $\alpha$ = .01. Students with higher grade point averages tended to score higher (i.e., toward the field independence end of the continuum) on the GEFT. These findings are presented in Table 2.

Table 2

Correlation Between Cognitive Style

and Overall GPA

| Measure | N | $\bar{X}$ | SD | R | P |
|---|---|---|---|---|---|
| GEFT | 47 | 9.2 | 4.8 | .34 | .01 |
| GPA | 47 | 2.7 | .5 | | |

3. The merchandising majors scored significantly more toward field dependence than did the data processing majors. These results are presented in Table 3.

Table 3

Analysis of Cognitive Style Distribution

Across Curricula

| Cognitive Style | Curriculum | N | $X^2$ | P |
|---|---|---|---|---|
| Field Dependent | Merchandising | 9 | 11.51 | .01 |
| | Data Processing | 3 | | |
| Field Independent | Merchandising | 13 | | |
| | Data Processing | 22 | | |

Implications

From the information gleaned in this study a profile of the cognitive style of a merchandising major begins to crystallize. The merchandising major is prone to be field dependent and, as a result, may not be as successful in collegiate studies. Academic endeavors are frequently biased toward the skills possessed by field independent individuals.

It is impossible to change one's cognitive style, but it is appropriate to teach one to employ a set of learning strategies that would enable her/him to succeed in a different cognitive style environment. (Dansereau, 1978; O'Neil, 1978; O'Neil, 1979) Further research should be undertaken by marketing educators to identify strategies that the field dependent individual could employ to cope in information-embedded environments.

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# Assessing the Outcomes of Marketing Teacher Preparation Using Modules Supplemented by Instructional Television

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ABSTRACT

This summative evaluation study evaluated the effectiveness of instruction provided by seven instructional modules supplemented by instructional television. The instruction was delivered to 45 marketing education students at Virginia Polytechnic Institute and State University enrolled in the course, "Planning and Conducting Co-Curricular Activities." The control group consisted of 26 marketing education students who were not enrolled in that class. An objective test was administered to determine cognitive outcomes of the instruction; student attitudes were assessed using a semantic differential; and confidence was determined by a self-rating scale. Instruction was found to be effective in increasing both knowledge ($p < .0001$) and confidence ($p < .0001$). However, significant differences between the treatment and control groups were not found in relation to student attitudes ($p < .054$). The conclusion was reached that the television-supplemented instruction produced significant and practically important gains in knowledge and confidence but such outcomes were not apparent in relation to attitudes. Therefore, evidence was provided in support of the use of the seven instructional modules supplemented by instructional television.

# Assessing the Outcomes of Marketing Teacher Preparation Using Modules Supplemented by Instructional Television

## Problem

A course that is required of all marketing education majors at Virginia Polytechnic Institute and State University (VPI & SU) is entitled, "Planning and Conducting Co-curricular Activities," and is designed to prepare preservice marketing and distributive education (MDE) teachers to use co-curricular activities sponsored by the Distributive Education Clubs of America (DECA) to enhance marketing instruction. In order to determine appropriate objectives and prepare effective instructional materials for that course, the Virginia Department of Education provided a grant to the principal author of this paper. Tasks performed by teachers related to co-curricular activities were identified (Berns and Smith, 1979) and a series of instructional modules were developed (Berns and Smith, 1980). The modules included learning activities involving observation of the actual tasks and activities being conducted. However, VPI & SU is located in a remote area of the state and travel limitations prohibit such observations. Therefore, in an effort to give students first-hand knowledge of the activities, the principal author received a university teaching-

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learning grant that was used to video-tape seven actual co-curricular activities being conducted in high school settings. We then evaluated the effectiveness of those seven instructional modules supplemented by instructional television.

## Objectives

This summative evaluation study was designed to evaluate the effectiveness of the instruction with regard to cognitive outcomes (knowledge about the activities) and two classes of affective outcomes. These two classes were attitudes toward the activities and confidence in using the activities in the classroom.

## Related Literature

We reviewed literature concerning the following topics: preparation of MDE preservice teachers and other vocational education teachers in the use of student organization activities at the high school level; use of television as a supplementary aid to instruction; semantic differentials; and self-report measures. A search for literature related to the preparation of MDE preservice teachers in the use of co-curricular activities only revealed studies conducted by the principal author of this paper. Although materials for preparing other vocational education preservice teachers in the use of student organization activities exist, little research was found related to that topic.

The use of television in instruction has been studied extensively. While research prior to the early 1970's focused on

comparative studies (TV vs. conventional instruction) and typically achieved inconsistent and nonsignificant results, more recent research has focused on identifying television production variables which relate to multiple learner outcomes in specific learning situations. The study reported here combines the comparative features of earlier television research with the multiple outcomes feature of more recent research, a posture suited to the major objective of this study.

The semantic differential has been used in various vocational education and MDE studies to determine the attitudes of selected populations toward specific concepts. It is a relatively simple method and is described by such researchers as Kerlinger (1973) and Osgood (1978).

Self-report measures are often used to evaluate training interventions. Such evaluations, however, have recently been shown to be confounded by a response-shift bias in which students, as a result of the intervention, undergo a change in internal standard between pretest and posttest which confounds the interpretation of pretest-posttest differences. Generally pretest scores are inflated, perhaps due to students' lack of awareness of how little they actually know. To address this problem, researchers in this area recommend a retrospective pretest-posttest design in which students, after instruction, respond to self-report items twice--first, according to how they perceive themselves before the instruction (retrospective pretest) and second, according to how they perceive

themselves immediately after the instruction (posttest). Since retrospective pretest-posttest change in self-rating correlates more highly with direct measures of change than does pretest-posttest change, the effects of instruction are inferred from retrospective pretest-posttest differences rather than pretest-posttest differences. The study report here employed the retrospective pretest-posttest design to evaluate the effects of instruction on students' confidence.

## Research Method and Instrumentation

Because random assignment of students to treatments was not possible, we used a static-group comparison design to assess the effects of instruction on student knowledge and attitudes. To assess effects of instruction on self-reported confidence (and to verify whether a response-shift occurred in students' self-ratings), we used a retrospective pretest-posttest design under the rationale described above. The design of the study is illustrated in Figure 1.

The treatment consisted of instruction related to seven high school activities sponsored by DECA that are intended to supplement the marketing curriculum in secondary MDE classes. The purpose of the training was to prepare the MDE preservice teachers to use the activities as a supplementary aid. For the most part, the

instruction involved lecture, discussion, reading and instructional television. The television tapes showed actual high school chapters conducting the activities. The quality of the activities, however, varied in the extent to which they were being used in accordance with the way the MDE preservice teachers were being taught. When examples of "poor" approaches to using the activities were displayed, classroom discussion followed which provided possible solutions to the problems.

The seven DECA co-curricular activities shown via television and a description of each follows:

1. Initiation of New Members DECA chapters are encouraged to conduct an initiation ceremony for new members of the organization. Student members are charged with the responsibility of planning such an activity near the beginning of the school year. The initiation ceremony held by Patrick Henry High School in Roanoke, Virginia was video-taped for this project.
2. Installation of Officers The installation of officers ceremony is held during the fall. Once again, student members organize this activity. It is designed to instill in the new officers a sense of pride and importance related to their leadership position. The installation ceremony shown on the video-tape was conducted jointly by the DECA chapters in Roanoke County, Virginia.

3. Officer Training Conference DECA chapters in Virginia are divided into districts and each district is encouraged to conduct an Officer Training Conference at which time leadership skills are taught to new chapter officers. The conference video-taped was held by the Roanoke County, Virginia DECA district.

4. Leadership Training for Presidents and Vice Presidents Specific officer training for the two offices of president and vice president is shown on this video-tape. This training was conducted for Roanoke County chapter officers.

5. Chapter Business Meeting A chapter business meeting was conducted by Pulaski County High School, Virginia. This is the only video-tape that was simulated. The high school student members were brought into a television studio on the VPI & SU campus and were provided a script. They practiced the skit and then performed it in front of the television cameras. The role of president was played by the VPI & SU collegiate DECA chapter president.

6. Professional Chapter Meeting A professional chapter meeting differs from a business meeting in that a planned program is included such as a guest speaker, film, or tour. In this case, Patrick Henry High School's DECA chapter, Roanoke, Virginia conducted such a meeting at

a restaurant in Roanoke. The guest speaker was an alumnus who spoke on the benefits of the cooperative phase of the marketing and distributive education program.

7. School Store Many DECA chapters operate a store within the school. The store in Abingdon High School, Washington County, Virginia served as the basis for a video-tape in which the actual operation of the store was shown. Then, members and advisors were interviewed about the role of the store and how it is managed and operated.

Student knowledge was assessed by a 57-item objective test relating specifically to the seven instructional modules. Students' attitudes toward the activities which were the subject of the modules were assessed by seven semantic differential scales applied to each of the seven activities. Finally, students' confidence was assessed by a seven-item self-rating scale containing one item for each activity. (See appendix A for a copy of the self-rating scale showing the retrospective pretest and posttest.) Content validity of the items on the instruments was determined by a panel of experts. The instruments were then pilot tested with MDE preservice teachers not taking part in the study and revised on the basis of the pilot test. All of the instruments met standards of psychometric adequacy appropriate to the study.

Analysis of variance and the F-test were used to analyze the data and test for the significance of the effects of instruction on student knowledge. Because of the large numbers of attitude

measures and student self-ratings and the liklihood that these measures would be highly intercorrelated, multivariate analyses of variance were used to analyze the data, with Wilks' lambda and Rao's approximation to the F-distribution used to test for significance.

## Data Source and Sampling Design

The population of our study was marketing education majors at VPI & SU who had completed the "Introductory" course in the curriculum and were ready to enter the "Co-Curricular" course. Those preservice teachers who did enroll in the "Co-Curricular" course were automatically in the treatment group (n=45) and those preservice teachers who chose not to enroll in that course until a later time were automatically in the control group (n=27). These groups of students were comparable - the vicissitudes of course scheduling by and large determined when students enrolled in the course.

## Findings and Conclusions

Instruction was found to be effective in increasing both knowledge and confidence. Students in the treatment group achieved significantly higher scores on the 57-item test of knowledge about the activities than did students in the control group [respective means=44.1 and 30.8; univariate $F$ (1,69) = 206.34, $p < .0001$]. Table 1 displays the results.

Students in the treatment group also reported higher levels of confidence as measured by the retrospective pretest-posttest method and by the more traditional pretest-posttest method (multivariate $F$ (14, 154) = 10.42, $p < .0001$). Table 2 displays these results.

Weak support for a response-shift in self-ratings from pretest to posttest was found: pretest means were higher than retrospective pretest means on five of the seven items, but only one such difference was significant, using Duncan's multiple range test ($p < .05$).

The differences between the treatment and control groups on attitudes toward the seven activities as well as toward DECA co-curricular activities generally approached significance (multivariate $F$ (8, 60) = 2.06, $p < .054$), with treatment students tending toward less favorable attitudes than control students. See Table 3 for the results.

We therefore concluded that the television-supplemented instruction produced significant and practically important gains in preservice MDE teachers' knowledge about and confidence in using DECA co-curricular activities. While the differences in attitudes towards the activities between the treated and untreated groups approached statistical significance with the instruction being associated with less favorable attitudes, we believe these differences are unimportant from a practical standpoint.

## Educational and Scientific Implications of the Study

Our study provided evidence that instruction contributes to

MDE preservice teachers' knowledge about DECA co-curricular activities and to the preservice teachers' confidence to use the activities in their marketing classes. Therefore, it seems as if instruction in DECA should be included in the MDE teacher education curriculum. We also feel that the findings of this study have implications to other vocational education programs that use student organizations as a means of instruction.

Despite a tendency toward less favorable attitudes toward the co-curricular activities by the preservice teachers who received instruction in comparison to the preservice teachers who did not receive instruction, their attitudes were still positive. Given that these preservice teachers became aware of the effort required to carry out the activities and, further, that some of the videotapes exemplified how not to conduct the activities, we believe it is rather remarkable that their attitudes were not lower than they were.

Finally, although we did not isolate the instructional television viewing as a variable apart from the rest of the instruction, it seemed that this method enhanced the instruction. The instructor felt that his explanation of the activities were more effective after the preservice teachers had viewed them than in prior instruction that did not include television. Therefore, the evidence seems to support the use of these instructional modules supplemented by instructional television in classes of MDE preservice teachers.

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Appendix A

Posttest and Retrospective Pretest

Part I: Below are some statements about your abilities in advising DECA co-curricular activities. Read each statement and indicate the extent to which, now that the course is over, you believe you possess that ability. Mark your answer according to the scale:

1 2 3 4 5 6 7 8 9

You possess the ability to a very little extent.

You posses the ability to a very great extent.

1. I am able to direct initiation of new members activities.

2. I am able to direct installation of officers ceremonies.

3. I am able to organize an Officer Training Conference opening session.

4. I am able to conduct leadership training for presidents and vice-presidents.

5. I am able to direct a chapter business meeting.

6. I am able to direct a professional chapter meeting.

7. I am able to direct the operation of a school store.

Part II: Below are statements like those in Part I. Please indicate the extent to which you possessed each ability 10 weeks ago, just as this course began. Feel free to agree with the ratings you made at the beginning of the course if you feel they were accurate or to disagree with them if you now feel they were inaccurate. Mark your answer according to the scale:

1 2 3 4 5 6 7 8 9

You possessed the ability to a very little extent.

You possessed the ability to a very great extent.

8. I was able to direct initiation of new members activities.

9. I was able to direct installation of officers ceremonies.

10. I was able to organize an Officer Training Conference opening session.
11. I was able to conduct leadership training for presidents and vice-presidents.
12. I was able to direct a chapter business meeting.
13. I was able to direct a professional chapter meeting.
14. I was able to direct the operation of a school store.

Table 1

Difference Between Knowledge of Students Receiving Co-Curricular Instruction and Students Not Receiving Co-Curricular Instruction

| Source | SS | df | MS | F |
|---|---|---|---|---|
| Treatments | 2975.77 | 1 | 2975.77 | 206.34* |
| Error | 995.10 | 69 | 14.42 | |
| Totals | 3970.87 | 70 | | |

*$p < .0001$

Table 2

Mean Pretest, Retrospective Pretest, and Posttest Scores and Results of Univariate F-tests for Confidence Ratings

| Item | Mean | | | $F^a$ |
|---|---|---|---|---|
| | Pretest | Retro | Posttest | Time |
| Initiation | 2.39 | 1.95 | 5.51 | 33.97* |
| Installation | 2.11 | 1.95 | 5.46 | 41.98* |
| Opening session | 1.52 | 1.61 | 5.00 | 41.31* |
| Leadership training | 1.78 | 1.48 | 5.17 | 57.84* |
| Business meeting | 2.43 | 2.20 | 6.44 | 61.04* |
| Chapter meeting | 2.04 | 2.07 | 6.29 | 58.59* |
| School store | 3.70 | 2.41 | 6.27 | 46.56* |

[a] df = 2, 45

*$p < .0001$

Table 3

Mean Scores of Treatment and Comparison Students and Results of Univariate F-tests for Attitude Measure

| Item | Mean | | F[a] | p |
|---|---|---|---|---|
| | Treatment | Comparison | | |
| Initiation | 36.48 | 40.63 | 8.41 | .005 |
| Installation | 36.40 | 42.00 | 11.61 | .001 |
| Opening Session | 35.14 | 39.74 | 7.77 | .007 |
| Leadership training | 36.50 | 40.70 | 5.48 | .02 |
| Business meeting | 37.00 | 41.52 | 10.39 | .002 |
| Chapter meeting | 37.12 | 39.78 | 2.86 | .09 |
| School store | 38.93 | 42.59 | 5.20 | .03 |
| Overall activities | 37.19 | 41.52 | 7.37 | .008 |

[a]df = 1, 67

Figure 1

Design of the Study

| Group | Pretest | Treatment | Posttest | Retrospective Pretest |
|---|---|---|---|---|
| Treatment | Self-Report Pretest (Confidence) | Instruction | Self-Report Posttest (Confidence) | Self-Report Retrospective Pretest (Confidence) |
| | | | Cognitive Posttest (Knowledge) | |
| | | | Semantic Differential Posttest (Attitudes) | |
| Comparison | | | Cognitive Posttest (Knowledge) | |
| | | | Semantic Differential Posttest (Attitudes) | |

# A Study of the Relative Importance of Basic Economic Concepts for Curriculum Emphasis in Retail and Office Occupation Cooperative Programs in Jefferson County, Alabama, as Perceived by Selected Program Related Respondents

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A STUDY OF THE RELATIVE IMPORTANCE OF BASIC ECONOMIC CONCEPTS FOR CURRICULUM EMPHASIS IN RETAIL AND OFFICE OCCUPATION COOPERATIVE PROGRAMS IN JEFFERSON COUNTY, ALABAMA, AS PRECEIVED BY SELECTED PROGRAM RELATED RESPONDENTS

The American business world has become more diversified and complex due to an increased emphasis on computer technology, space and nuclear technology, and changing social factors such as employment of minority groups which include youth and women. The advancement of electronic computers has resulted in changing technology and innovations for business transactions and operations in office and marketing occupations. High school graduates of today will enter a business world in which transactions are affected directly by word processing, telemarketing, and telecommunications.

Because the business world is becoming more complex due to technological, social, and economic changes, the business and marketing education cooperative student needs to have a greater indepth knowledge and understanding of economic concepts which affect local, national, and international business organizations, operations, and transactions. The Policies Commission for Business and Economic Education, which was organized in 1959 to bring about a better understanding of what constituties business and economic education, has emphasized the need for business and marketing education to make a contribution to the economic literacy of all secondary school students. The Commission has emphasized the need for an education which would equip students with economic knowledge about business enterprise, personal economics, money and banking, and other business subjects,

while at the same time strengthening basic reading, writing, mathematical, and interpersonal skills. (Policies Commission, 1982, p. 334)

Previous research studies support the need for better economic understanding in secondary schools. Hurlbut (1981) investigated teacher preparation for teaching economics in high schools in Alabama. Included among the findings was the fact that specific economic concepts are not taught consistently with a particular subject although economic concepts are taught in many high school subjects.

Various research studies have reported significant findings pertaining to the relative importance of economic concepts and economic understanding. Manzer (1979) emphasized 35 economic concepts which were considered to be of relative importance to high school graduates as determined by four consumer related organizations. Eggland (1978) identified a master hierarchy of economic competencies required of workers in distributive occupations in a study to determine which economic concepts and competencies were important for a competency-based curriculum in marketing/distributive education. Wentworth, Hansen, and Hawke (1976) emphasized the need to concentrate on teaching a limited number of economic concepts to ensure economic understanding for high school students.

Alexander (1969) administered the Test of Economic Understanding to twelfth grade students in selected schools in Alabama and found that topics relating to consumer behavior such as prices, market, gross national product, spending, and income taxes were most widely understood by students. Topics which were understood by fewer students were those related to economic theory such as principle of diminishing

returns, monopoly and market control, business cycle, Federal Reserve, monetary policy, and the relation between productivity and wages.

Although previous research studies have sought to identify basic economic concepts for high school students, there still remains a need to determine the relative importance of basic economic concepts for the business education cooperative student with regard to on-the-job-training and full-time employment after high school.

The purpose of this study was to determine the relative importance of basic economic concepts for the business and marketing education cooperative student in Jefferson County high schools in Alabama as viewed by business leaders, employers, and secondary teachers.

In this study, an attempt was made to answer the following questions:

1. Are there any differences in opinion among employers, advisory members, and teachers in regard to rated importance of economic concepts for business education cooperative students?
2. Are there any differences in opinion among retail and office employers in regard to rated importance of basic economic concepts for business cooperative students?
3. Are there any differences in opinion regarding selection of basic economic concept which could have been influenced by the following personal variables: (a) age, (b) sex, (c) job title, (d) educational status, and (e) number of economic courses taken?

METHODS: To answer these questions, data was collected by using a questionnaire to survey the opinions of selected employers, advisory

committee members of business and office education, and marketing and distributive education; and business education, and social studies teachers in relation to the relative importance of basic economic concepts for business cooperative education.

The basic economic concepts (35) listed on the questionnaire were based on the model questionnaire developed by Manzer (1979) which was used to compare the opinions of four related organizations as to the importance of basic economic concepts for high school students. These economic concepts were validated by an analysis of (a) six economic testbooks, and (b) A Framework for Teaching Economics: Basic Concepts, Master Curriculum Guide, (Hansen, Bach, Calderwood, and Saunders) published in 1977 by the Joint Council on Economic Education.

A stratified random sample was used to select a total of 300 participants. Employees were selected from a list of businesses in Jefferson County found in the publication Major Employers Directory of Businesses in Jefferson County (1982), published by the Birmingham Chamber of Commerce. Retail employers were selected on the basis of (a) department stores (100 or more employees), and (b) speciality stores and business office occupations (less than 100 employees). Social studies teachers (who taught economics), business and marketing teachers, and advisory board members were selected from a list of teachers and advisors provided by high schools in Jefferson County which included the following school systems: Birmingham City, Jefferson County, Mountain Brook, Vestavia, Homewood, Fairfield, and Bessemer.

A total of 184 (61.3%) of the questionnaires were returned. The collected data were statistically analyzed by using the Discriminant Analysis (CORR 20) to determine the degree of importance of each basic

**Table 2**

Comparison of Overall Rank Order of Importance of Economic Concepts Based on Means of Employers, Advisors, and Teachers

| Economic concept | Means | Overall rank | Rank for E* | A** | T*** |
|---|---|---|---|---|---|
| Profit | 4.61 | 1 | 1 | 1 | 1 |
| Interest rate | 4.52 | 2 | 2 | 6 | 2 |
| Credit | 4.49 | 3 | 3 | 3 | 1 |
| Money | 4.44 | 4 | 4 | 2 | 3 |
| Economic system | 4.29 | 5 | 8 | 5 | 2 |
| Law of supply | 4.28 | 6 | 5 | 9 | 4 |
| Capital | 4.25 | 7 | 7 | 7 | 4 |
| Law of demand | 4.24 | 8 | 6 | 10 | 6 |
| Consumer goods | 4.18 | 9 | 9 | 9 | 5 |
| Capitalism | 4.16 | 10 | 10 | 12 | 2 |
| Pure competition | 4.12 | 11 | 12 | 7 | 9 |
| Economic problems | 4.06 | 12 | 17 | 8 | 5 |
| Monetary policy | 4.01 | 13 | 11 | 16 | 11 |
| Current dollars | 3.97 | 14 | 15 | 11 | 12 |
| Economic decision | 3.96 | 15 | 16 | 13 | 8 |
| Elasticity of demand | 3.94 | 16 | 13 | 19 | 12 |
| Consumption | 3.93 | 17 | 14 | 21 | 10 |
| Gross national product | 3.89 | 18 | 18 | 15 | 7 |
| Demand deposits | 3.82 | 19 | 19 | 14 | 13 |
| Consumer price index | 3.72 | 20 | 20 | 18 | 14 |
| Monopoly | 3.71 | 21 | 21 | 17 | 14 |
| Monopolistic competition | 3.65 | 22 | 19 | 20 | 21 |
| Imports | 3.63 | 23 | 21 | 22 | 18 |
| Exports | 3.61 | 24 | 24 | 22 | 16 |
| Equilibrium price | 3.61 | 24 | 22 | 24 | 17 |
| Cost push inflation | 3.57 | 25 | 21 | 25 | 25 |
| Demand pull inflation | 3.56 | 26 | 25 | 23 | 22 |
| Quantity theory of money | 3.53 | 27 | 23 | 27 | 24 |
| Indirect business taxes | 3.48 | 28 | 28 | 21 | 20 |
| Fiscal policy | 3.47 | 29 | 26 | 13 | 21 |
| Time deposits | 3.45 | 30 | 30 | 26 | 15 |
| Consumption tax | 3.28 | 30 | 31 | 29 | 19 |
| Balance of payments | 3.36 | 31 | 29 | 28 | 24 |
| Protectionism | 3.31 | 32 | 27 | 31 | 26 |
| Progressive tax | 3.17 | 33 | 32 | 30 | 23 |

*Employers
** Advisors
*** Teachers

economic concept for the business education cooperative student.

The Wilks lambda criterion was used for each analysis to justify inspection of univariate analyses. The univariate analyses were used to evaluate differences between groups in regard to the individual variables in order to determine the degree of importance which each group assigned to the basic economic concepts.

RESULTS: Relative importance of economic concepts. Findings in the study indicated the relative importance of the 35 economic concepts as follows:

1. Teachers indicated a significantly higher degree of importance for 20 of the 35 economic concepts as compared to employers and advisors.
2. Retail employers indicated a significantly higher degree of importance for 14 of the 35 economic concepts as compared to office employers.
3. Social studies teachers indicated a significantly higher degree of importance for 25 of the 35 economic concepts as compared to employer and teacher job titles (manager, supervisor, owner, assistant manager, M.D.E. and B.O.E. teachers).

Ranking of economic concepts. Based on the means for all respondents, the overall ranking of the 35 economic concepts revealed the following: (See table #2)

1. The ten economic concepts ranked highest were: Profit motive, interest rate, credit, money, economic system, law of supply, capital, law of demand, consumer goods, and capitalism.

2. The ten economic concepts ranked lowest were: Cost-push inflation, demand-pull inflation, consumption tax, fiscal policy, indirect business taxes, progressive tax, quantity theory of money, time deposits, balance of payments, and protectionism.

3. Employers, advisors, and teachers ranked profit motive as the most important concept.

4. Employers, advisors, and teachers ranked the same economic concepts in the top 10 with the exception that the advisors ranked capitalism slightly lower.

Rating of economic concepts. The Discriminant Analysis (CORR 20) used to rate the 35 economic concepts revealed the following significant differences in opinion:

1. Teachers, when compared with employers and advisors, rated the following 20 economic concepts as having a higher degree of importance: Capital, capitalism, consumer goods, economic problem, economic system, consumption, economic decision, equilibrium price, law of demand, law of supply, monopoly, consumer price index, gross national product, consumption tax, fiscal policy, indirect business taxes, progressive tax, time deposits, balance of payments, and protectionism.

2. Retail employers, when compared with business office employers, rated the following 14 economic concepts as having a higher degree of importance: Capitalism, consumer goods, economic problem, economic system, profit motive, consumption, equilibrium price, elasticity of demand, pure competition, consumption tax, fiscal policy, monetary policy, quantity theory of money, and protectionism.

There were no significant differences in opinion in the rating of the 35 economic concepts among the following:

1. Employers, advisors, and teachers indicated no significant differences in opinion for the following economic concepts: profit motive, elasticity of demand, monopolistic competition, pure competition, cost-push inflation, current dollars, demand-pull inflation, credit, demand deposits, interest rates, money, monetary policy, quantity theory of money, exports, and imports.
2. Retail and business office employers indicated no significant differences in opinion for the following economic concepts: capital, economic decision, law of demand, law of supply, monopolistic competition, monopoly, consumer price index, cost-push inflation, current dollars, demand-pull inflation, gross national product, indirect business taxes, progressive tax, credit, demand deposits, interest rate, money, time deposits, balance of payments, exports, and imports.

Effect of personal variables on the rating of economic concepts. The discriminant analysis used to determine the effect of personal variables (age, sex, job title, educational status, and number of economic courses taken) upon the rating of the 35 economic concepts indicated the following:

1. Job title was the only personal variable in which there were statistically significant differences of opinion in the rating of economic concepts.
2. Social studies teachers rated the following 25 economic concepts higher than other job title groups (manager, supervisor, owner, assistant manager, marketing teacher, and business

teacher): capital, capitalism, consumer goods, economic problems, economic system, economic decision, equilibrium price, elasticity of demand, law of demand, law of supply, monopoly, pure competition, consumer price index, cost-push inflation, demand-pull inflation, gross national product, consumption tax, fiscal policy, indirect business taxes, progressive tax, credit, time deposits, balance of payments, exports, and imports.

3. Economic concepts in which there were no significant differences among all seven job title groups were: profit motive, consumption, monopolistic competition, current dollars, demand deposits, interest rate, money, monetary policy, quantity theory of money, and protectionism.

CONCLUSIONS:

The results of this study have lead to the following conclusions:

1. Teachers tended to rate economic concepts as being more important than employers and advisors.
2. Retail employers tended to rate economic concepts as being more important than office employers.
3. Social studies teachers tended to rate economic concepts as being more important than other job title groups.
4. Respondents having more education and more economic courses tended to rate economic concepts as having a higher degree of importance.
5. Social studies teachers tended to rate economic concepts as being more important than business and marketing teachers.

6. In general, the broader economic concepts such as economic system, capitalism, profit motive, etc. tended to be rated as being more important than specific economic concepts.

SUMMARY:

This study could be utilized as a basis for curriculum revision in business and marketing education relative to the teaching of economic concepts in the Jefferson County, Alabama schools.

RECOMMENDATIONS:

Specifically: The following should be undertaken.

1. Those economic concepts rated highest among employers should be given greater emphasis, if not presently emphasized in the business and marketing education curricula.
2. Employers, not already doing so, should include business and marketing education cooperative students in management decision-making meetings and conferences as observers to get a better understanding of economic concepts in action.
3. Business firms should continue to sponsor more economic education programs in education pertaining to management, international trade, and the American economic system to help better prepare students for economic understanding in the business world.
4. Advisory board members should continue to promote economic education in the business and marketing education by assisting in the planning of economic education conferences and seminars for employers and teachers.
5. Business employers and teachers should continue to combine efforts in establishing economic education objectives which

would better prepare business and marketing students for employment.

Economic education is particularly essential for the people of America. Under our economic and political system, each individual has the privilege and responsibility to make indpendent decisions on personal and social issues in our society.

American society past and present has been influenced by the economic education of its people. Social, economic, and political conditions through-out the years have been affected by the economic understanding of the individual as a worker, citizen, and consumer.

Due to changing economic, social, and political national and international conditions, economic education in public schools should be emphasized to greater extent (especially in the business curriculum).

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# Evaluation of the Goals and Experiences of Participants in the Missouri Career Association

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## Evaluation of the Goals and Experiences of Participants in the Missouri Career Association

The high unemployment rate of American youth is a continuing concern to the future of this country. In many areas of the United States, minority youth unemployment reaches approximately 50 percent (McGhee, 1982). Minority youth unemployment is intensified by the fact that youth lack the necessary experience, skills, work habits and attitudes to get a job, yet they cannot gain these unless they have a job (Gans, 1976, p.1). Vocational education has been a leader in helping to provide training, experience, and work skills, as well as placement in the world of work. Work experience programs, student organizations, and the government have also provided opportunities through participation in programs for youth to gain work experience. Although there are many programs available to assist youth in obtaining employment, a growing concern for additional measures to combat the problems of youth unemployment has prompted the development of new programs.

One of the new programs which has recently been developed and is being piloted in seven states is the Jobs For America's Graduates (JAG). Jobs For America's Graduates was selected by the U.S. Department of Labor's Office of Youth Programs to be evaluated as a demonstration program as

part of the Youth Knowledge Development Effort (Sum, 1982). The demonstration program of JAG utilized a model which is designed to provide an instructional basis for career development by matching students' career interests and abilities with occupations and ultimately placing students in appropriate jobs. The program provides a career association (student club) as an integral part of the JAG program. All students participating in JAG become automatic members of the local career association chapter. The career association component of JAG is designed to provide knowledge and motivation needed for success in the world of work through activities to assure the goals of the development of leadership abilities, citizenship, social awareness, and career preparation.

The importance of the career association to the JAG model has been described to the public, participants, and advisors through the following statements of purpose:

> The purposes of the career association are:
>
> --to assist students to develop confidence, poise, and positive attitudes;
>
> --to assist students to acquire personal skills that will enable them to interact and communicate successfully with their subordinates, superiors, and peers;
>
> --to direct students to develop clear and defined

career goals and plans for the years immediately following their graduation;

--to stimulate initiative in wise leadership and intelligent followership;

--to provide students with opportenities for interaction among peers, supervisors, and subordinates;

--to promote students' bespect for dhe dignity of work;

--to provide students with a contemporary tool for learning and working;

--to assist students to develop a sense of task orientation and industrial discipline;

--to assict studends in coping with problems;

--to assist them to display a sense of social responsibility;

--to provide an outlet for student enthusiasm through a well guided social program;

--to stimulate a desirable school spirit and interest in school activities;

--to broaden the students' perspective through programs, publications, and personal contacts in the local and state organizations;

--to help students develop a feeling of pride in accomplishment;

--to provide the opportunity for individual members to develop personal goals and to help students evaluate their progress toward attaining them;

--to provide opportunities for youth and adults to work together to better understand each other's point of view;

--to provide an opportunity for an interchange of abilities, understanding and training among the various youth organizations (Delaware Career Association Handbook, 1981, p. 4).

Missouri instituted the JAG model in the fall of 1981; the program is called Jobs For Missouri Graduates (JMG). It is available to seniors in selected inner-city high schools in St. Louis and Kansas City and operates as a non-profit corporation in the selected schools. The JMG program follows the model set by JAG in meeting the organization's goals of providing for the development of career awareness, exploration, and preparation to enter the world of work through the Missouri Career Association (MCA). JMG uses the MCA, small group, large group, and individualized meetings to provide interaction between the job specialists and the participants. In Missouri, the job specialists try to meet the purposes and goals of the career association as described in the JAG model through a variety of methods including workshops, career development

conferences, tours, career assemblies, job fairs, guest speakers, career guidance and information activities, meetings with government officials, community service, social, and recreational activities.

## Statement of the Problem

Because of the nature and operation of the MCA, it has many similarities in goals and purposes to the vocational student organizations (VSO). The major VSO's include the Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), Health Occupations Student Association (HOSA), Office Education Association (OEA), and Vocational Industrial Clubs of America (VICA). The success of the VSOs has been well-established and is documented by numerous research studies. The MCA has completed only one year of operation. It has yet to be formally evaluated to ascertain the value of the career association to student participants. The first report on a pilot state for JAG, "The Impact of Participation in the Jobs for Delaware Graduates Program: Findings of the Follow-up of Participants in the 1979-80 Program," for the Center for Labor Market Studies (Sum, 1982) excluded any mention of the career association.

During the initial operation of a new program,

evaluation is critical to its success in providing benefits to participants. Since Missouri was selected as a pilot state for the JAG program, it is essential that provisions for follow-up on the effectiveness of all parts of the JMG program be provided.

## Method

The problem addressed in this study was to provide information about how well the Missouri Career Association (MCA) functioned in meeting the goals and purposes of the organization and to provide descriptive data about the MCA during its initial operation. The purpose of the study was to ascertain the perception of students concerning which activities and experiences had been meaningful to students and which activities and experiences had not been meaningful to students in meeting the goals and purposes of the MCA.

The study dealt with the problem by analyzing the perceptions of the first year members of the MCA and the first year advisors for the program.

Specifically, the study attempted to answer the following research questions:

1. To what extent do the student-members perceive that the goals of the Missouri Career Association have been achieved?

2. To what extent do the student-members perceive

that the activities of the Missouri Career Association are acceptable?

3. What are the MCA students' perceptions of the MCA in meeting the goals and purposes of the organization as measured by the Missouri Career Association Member questionnaire as a function of the following variables: sex; age; participation in other school or club activities; high school athletics; church activities; involvement in the MCA; work experience; formerly employed, currently employed; and program location?

4. Is there a significant difference between students' and advisors' perceptions of the Missouri Career Association in meeting the goals and purposes of the organization as measured by the MCA Student and Advisor Questionnaire?

5. To what extent is there congruency between MCA students' and advisors' perceptions of the following:

a. why students join;

b. what students like best;

c. what students like least;

d. what students would like to change;

e. what students and advisors think are most important aspects/activities/events in the MCA?

## Sample and Instrumentation

The members in this study were randomly selected from Missouri Career Association chapters using a proportional ratio method; an 82 percent useable return (192) was received from the members. The MCA advisors used in the study consisted of the total population of MCA advisors; all of the advisors (17) responded.

The Missouri Career Association member questionnaire and the Missouri Career Association advisor questionnaire were modified from the instrument used in the Smith et al. Study in 1982. The MCA instruments were checked by selected representatives of the MCA for validity. Through correlation analysis for reliability of the MCA instruments, reliability was found to be .93 for goal statements and .97 for the MCA activity statements.

## Design

The study was an ex post facto design. Two null hypotheses were tested for significance at the .05 alpha level.

## Procedures

The dependent variables used in this study were derived from factor analysis of the goals section and the activities section of the MCA member questionnaires. The first hypothesis was formulated to ascertain whether or not certain, if any, of the following selected

variables predict the students' perception of the MCA in meeting the goals and purposes of the organization: sex, age, participation in high school athletics, school activities, church activities, involvement in the MCA, formerly employed, currently employed, and program location. Multiple regression analysis procedures were used to test the hypotheses. All independent variables were treated simultaneously.

The second hypothesis was formulated to ascertain the degree of similarity between the members' and advisors' perceptions of the MCA in meeting the goals and purposes of the organization. Analysis of variance procedures were used to test the hypothesis.

Findings

The resulting goal-related dependent variables were named cooperation, character development, citizenship responsibility, recognition and social development, communication skills, and career preparation. The resulting activity-related dependent variables were named recognition activities, organizational/maintenance activities, professional activities, community/service activities and career development activities.

The members' perceptions of the goal experiences provided through the Missouri Career Association for the goal factors were on or above an acceptable rating of the

individual goal factors. Therefore, the goals were perceived to have been achieved. The means of each factor using the Principal Component Factor Analysis from the Statistical Analysis System (SAS) are illustrated in Table 1.

The members' perceptions of the activities provided by the Missouri Career Association related to chapter organizational/maintenance activities, career development, and professional activities were acceptable. However, the recognition and community service activities were not perceived as acceptable. The means, percentages of acceptable ratings, and percentages of no experience in the activity factors are illustrated in Table 2.

The simultaneous multiple regression procedure used to test Hypothesis 1 revealed that there were significant relationships between four of the dependent goal variables and one or more of the independent variables, and that there were significant relationships between each of the five dependent activity variables and one or more of the independent variables.

Of the six goal-related factors, cooperation, citizenship responsibility, recognition and social development, and communication skills were significantly related to the members' involvement in the MCA. In addition, communication skills was significantly related to

Table 1

Means and Percentages of Acceptable Ratings
for Goal Factors for MCA Members

| Goal Factor | Overall Mean | Percent Acceptable Rating |
|---|---|---|
| Cooperation | 3.04 | 77 |
| Career Preparation | 3.48 | 94 |
| Citizenship Responsibility | 3.31 | 90 |
| Character Development | 3.00 | 73 |
| Recognition and Social Development | 3.30 | 94 |
| Communication Skills | 3.24 | 85 |

Acceptable rating for goal factors was considered to be 3.00 on a scale of four (4)-strongly agree to one (1)-strongly disagree.

Table 2

Means, Percentages of Acceptable Ratings, Percentages of No Experience for Activity Factors for Missouri Career Association Members

| Activity Factor | Overall Mean | Percentage Acceptable Rating | Percentage of No Experience |
|---|---|---|---|
| Recognition Activities | 3.25 | 85.54 | 14.06 |
| Organizational/Maintenance | 3.74* | 93.62 | 7.81 |
| Career Development | 3.76* | 86.02 | 12.50 |
| Professional Activities | 3.66* | 76.67 | 13.54 |
| Community Service | 3.32 | 83.52 | 11.98 |

*Acceptable rating for activity groups was considered to be 3.5 or above on a scale of 5 (Super, worthwhile) or 1 (did not participate)

the members' participation in high school athletics, and cooperation was significantly related to program location. (Appendix B includes tables showing the regression analysis for each of the goal-related factors).

Of the five activity-related factors, recognition activities, chapter organizational/maintenance activities, and career development activities were significantly related to the members' involvement in the Missouri Career Association. Chapter organizational/maintenance activities were also significantly related to high school athletics and church involvement. Chapter organizational/maintenance activities, career development activities, and community/service activities were significantly related to participation in school related activities. Formal professional activities and cooperation were significantly related to program location. Community/service activities was significantly related to age. Therefore, the first hypothesis for the study was rejected. (Appendix C includes tables showing the regression analysis for each of the Activity-related factors).

Analysis of variance was used to test the differences between the members' and advisors' perceptions of how the Missouri Career Association was meeting the organization's goals and purposes. No significant differences were found between the members' and advisors'

perceptions on any of the goals. Therefore, the second null hypothesis was not rejected.

Content theme analysis was used to ascertain whether or not there was congruency between the students' and advisors' perceptions of why students joined the MCA, what they liked best and least about the MCA, what they would like to change, and what they think are the most important aspects of the Missouri Career Association. The same major themes emerged for both members and advisors on all of the questions. Therefore, the perceptions of members and advisors on the Missouri Career Association were found to be congruent.

Conclusions

To the extent to which the data resulting from the research procedures utilized in this study were both valid and reliable, the following conclusions can be drawn:

1. Based on the descriptive analysis it may be concluded that the members of the Missouri Career Association perceive the Missouri Career Association to be a worthwhile organization. It may be further concluded that:

   A. The goals of the Missouri Career Association are being met in an acceptable manner.

   B. Chapter organizational/maintenance activities, career development activities, and professional activities are satisfactory.

C. There is a need for improvement in and/or additional activities to provide recognition and community service opportunities for members.

2. Based on the findings of the regression analysis it may be concluded that:

A. The Missouri Career Association members with greater involvement and participation in the Missouri Career Association activities will gain more personal value from the organization.

B. Those activities and experiences unique to the Missouri Career Association, specifically those which are designed for career preparation, are more beneficial to the members than those activities and experiences which are also offered through other organizations.

3. Based on the findings of the analysis of variance and theme analysis it may be concluded that the perceptions of the Missouri Career Association held by advisors and members are both similar and congruent.

## Discussion

A review of the demographic data collected from MCA members and advisors provided a basis for further interpretation of the results of this study. The study supported findings by other researchers that many minority and disadvantaged youth lack experience in school clubs and outside activities that provide leadership development training. This study further supported the perceptions of

disadvantaged or minority youths that it is important to belong to a student organization (Bacon, 1977; Kellett, 1981; Wood, 1978).

A well-rounded program of activities in a typical Missouri Career Association Chapter includes activities designed to address the major goals of the organization. The goals and activities of the association are intended to alleviate problems encountered by minority and disadvantaged youth beyond getting a job. The association provides the students opportunities to experience and participate in related activities thereby giving them a better understanding of appropriate work attitudes and habits, and improving their human relations skills.

The goals, objectives, and activities of the Missouri Career Association were very similar to those found in most of the vocational student organizations. Because of the similarities between the MCA and VSO's, the Smith et al. VSO member and advisor instruments were adapted for use in this study. This study showed that the MCA members' perceptions of their experiences related to the goals of the organization were more positive than the perceptions of VSO members on similar goals for VSO's operating in Missouri as reported by Smith et al. (1982). The members of vocational student organizations have more opportunities for involvement in student organizations and related activities than

does the student population served by the Missouri Career Association. During its first year of operation with advisors having little or no prior experience in advising a student organization it is very unlikely that either the quantity or the quality of the MCA student activities matched those of the typical vocational student organization. Despite this the MCA member perceptions were more positive than those of the VSO members. This supports the literature which identifies the importance of providing the opportunity for experience in a student organization to minority and disadvantaged youth.

During the initial year of operation, activities were recommended to the job specialist-advisors as appropriate for meeting the goals of the organization and providing the experiences needed by the students. Of the five named activity groups, three were perceived as providing acceptable activities by the participants in the study. A large majority of the recommended related experiences for the activities perceived as acceptable were provided by all of the chapters. The three activity groups perceived as satisfactory included organizational/ maintenance activities, career development activities, and professional activities.

The activities in the group entitled community service were not perceived as acceptable to the members.

The job specialists-advisors reported that only 51 percent of the recommended community service activities were provided by the chapters. the activities in the group entitled recognition activities were not perceifed as acceptable by the members. However, only 64 percent of the recommended recognition activities were provided by the chapters. Based on a comparison with the activity groups that were rated as acceptable, one would assume that the lack of community service and recognition activities may help to explain why the activities were rated as unacceptable.

From the review of the literature, it was assumed that a combination of student characteristics would affect the perceptions of participants in the Missouri Career Association. The degree of involvement in the Missouri Career Association was directly related to the members' perceptions of the goals and activities provided through the MCA chapters in it's initial year of operation. Those participants who were the most involved in the MCA were likely to have perceived that they had received a high degree of experience and subsequent satisfaction from the goals and activities related to cooperation, citizenship responsibility, recognition and social development, communication skills, career development, and chapter organizational/maintenance, cooperation, and recognition and

social development. The participants' lack of experience in other leadership development programs could contribute to the positive perceptions of experiences. The more involved members of the MCA received greater benefits in terms of experiences and more opportunities for personal growth than those not actively involved.

Participants who had been actively involved in high school athletics indicated that the goal related to communication skills (i.e. speak effectively in front of a group, improve my listening habits) was of greater significance to them than the other goals or experiences. The previous team experiences of high school athletics could contribute to the lower ratings of organizational/ maintenance activities and career development activities since they may have had similar comparable personal experiences.

Participants involved in other school activities perceived the organizational/maintenance activities, community service activities, and career development activities to be more beneficial to them than the other goals and activities experienced. The significance of these activities to members already involved in other school activities could be attributed to the uniqueness of the activities provided by the Missouri Career Association (i.e. faculty information and recognition, and MCA conferences).

No significant statistical differences were found in the analysis of the members' versus advisors' perceptions of experiences provided related to the goals of the MCA. The overall mean scores of the members for each of the goal groups indicated that the goals had been satisfactorily met by the MCA. However, the overall mean scores for the activities provided through the MCA were a cause for concern. It was assumed that each of the MCA chapters studied would provide well-balanced programs of activities for the members. The frequency data of member participation indicated that as many as one-third of the respondents were not involved in many of the recommended MCA chapter activities. The advisor data on activities supports the lack of activities provided by some chapters. Recommendations by both members and advisors for improvement of the MCA were to increase the job related and social activities.

The written responses to open-ended questions indicated that the perceptions of members and advisors were congruent. Although the major themes identified by both groups were not always ranked in the same order, the reasons for joining the association, things that members liked best, and experiences and activities perceived as being the most important were the same.

## Recommendations

As a result of this study, the following recommendations are suggested:

1. Since the Missouri Career Association type organization is more valuable to less advantaged students, a similar organization should be provided for all less advantaged students.

2. The Missouri Career Association should identify specific activities to be required of all chapters in order to provide the experiences necessary to meet the goals and objectives of the association, especially in regard to recognition activities and community service activities.

3. In order to provide for a well-balanced program of activities designed to achieve specific goals of the MCA, advisors should be given additional training in working with student organizations.

4. All members of the Missouri Career Association should be required to participate since more involved members gain more benefit from the program. Advisors should strive for maximum involvement and participation by all members.

5. Annual follow-up and evaluation of the Missouri Career Association should be conducted to insure that it is providing activities and experiences which meet the goals and purposes of the members.

The importance of the Missouri Career Association to members of Jobs For Missouri Graduates was well documented by the study; however, several problems requiring further study and research were implied. The major problems for future research are listed below:

1. What impact does participation in the Missouri Career Association have on the ultimate employment and success of participants?

2. To what extent does participation in the Missouri Career Association influence the adjustment and maintenance of satisfying employment to MCA members?

3. How do the perceptions of participants in the MCA compare to the perceptions of participants of other career associations related to Jobs For America's Graduates?

4. Are there differences between the current charter members' perceptions of their experiences in the Missouri Career Association and the perceptions of future members of the Missouri Career Association?

# APPENDIXES

# APPENDIX A

## MCA MEMBER QUESTIONNAIRE

1. Sex: (1) MALE _____ (2) FEMALE _____ AGE: _____

2. Have you held an office in MCA? (2) YES _____ (1) NO _____

3. Circle the number in the column that best describes your role in each of the following organizations:

| ORGANIZATION | NOT A MEMBER | YES, I AM A MEMBER BUT NOT ACTIVE | YES, I AM A MEMBER AND SOMEWHAT ACTIVE | YES, I AM A MEMBER AND ACTIVE | YES, I AM A MEMBER AND VERY ACTIVE |
|---|---|---|---|---|---|
| A. High School Athletic Program | 1 | 2 | 3 | 4 | 5 |
| B. Band, Choir, or Music Choir | 1 | 2 | 3 | 4 | 5 |
| C. Vocational Student Organization (FBLA, FFA, FHA/HERO, DECA and/or VICA) | 1 | 2 | 3 | 4 | 5 |
| D. National Honor Society | 1 | 2 | 3 | 4 | 5 |
| E. 4-H | 1 | 2 | 3 | 4 | 5 |
| F. Student Council | 1 | 2 | 3 | 4 | 5 |
| G. Dramatics, Speech, Debate | 1 | 2 | 3 | 4 | 5 |
| H. School Publications | 1 | 2 | 3 | 4 | 5 |
| I. Church Group | 1 | 2 | 3 | 4 | 5 |
| J. Junior Achievement | 1 | 2 | 3 | 4 | 5 |
| K. Others (Please List): | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |

4. How would you rate your involvement in MCA Chapter Activities?

_____ (5) VERY ACTIVE

_____ (4) ACTIVE

_____ (3) SOMEWHAT ACTIVE

_____ (2) NOT VERY ACTIVE

_____ (1) NOT ACTIVE

5. How would you rate your local chapter advisor's attitude toward MCA Chapter Activities?

_____ (5) HE/SHE IS A STRONG SUPPORTER--THINKS IT'S VERY IMPORTANT.

_____ (4) HE/SHE IS AN ABOVE AVERAGE SUPPORTER--THINKS IT'S IMPORTANT.

_____ (3) HE/SHE IS AN AVERAGE SUPPORTER--THINKS IT'S SOMEWHAT IMPORTANT.

_____ (2) HE/SHE IS A BELOW AVERAGE SUPPORTER--THINKS IT'S OF LITTLE IMPORTANCE.

_____ (1) HE/SHE PROVIDES NO SUPPORT--THINKS IT'S OF NO IMPORTANCE.

6. How would you rate the importance of MCA activities in the Jobs for Missouri Graduates program?

_____ (5) VERY IMPORTANT

_____ (4) ABOVE AVERAGE IMPORTANCE

_____ (3) AVERAGE IMPORTANCE

_____ (2) BELOW AVERAGE IMPORTANCE

_____ (1) NO IMPORTANCE



BEST COPY AVAILABLE

7. Should all students in Jobs for Missouri Graduates be members of MCA?
   (2) YES _____ (1) NO _____

8. Should students be required to be enrolled in Jobs for Missouri Graduates in order to be a member of MCA?
   (2) YES _____ (1) NO _____

9. What do you like BEST about your MCA Chapter? (Please list a minimum of three items, if possible.)
   A. _____
   B. _____
   C. _____

10. What do you like LEAST about your MCA Chapter? (Please list a minimum of three items, if possible.)
    A. _____
    B. _____
    C. _____

11. What recommendation would you make (or have) to improve your MCA Chapter?
    _____
    _____
    _____

12. Why did you join MCA?
    _____
    _____
    _____

13. What is the major reason why students join MCA in your school?
    _____
    _____
    _____

14. What MCA activities do you feel that your chapter advisor thinks are the most important?
    _____
    _____
    _____

15. Have you ever been employed? (2) YES_____ (1) NO_____

    IF YES:

    a. Were you employed full-time (35 hours or more per week) for three months or more on one job?
       (2) YES_____ (1) NO_____

    b. Were you employed part-time (less than 35 hours per week) for three months or more on one job?
       (2) YES_____ (1) NO_____

    c. How many jobs have you held in the last 3 years?
       _____

16. Are you currently employed?
    (2) YES_____ (1) NO_____

BEST COPY AVAILABLE

DIRECTIONS: As a member of MCA you have been provided the opportunity to be involved in a variety of experiences. Please CIRCLE the number to the right of each statement which represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE. . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/believe that this statement is PARTIALLY TRJE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

| RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR EXPERIENCES.<br>Example: By circling the number "3" you would have indicated that you support the statement or feel it to be partially true. | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|
| BEING A MEMBER OF MCA HAS PROVIDED ME THE OPPORTUNITY TO: | | | | |
| 1. demonstrate respect for the rights of others. | 4 | 3 | 2 | 1 |
| 2. become more dependable. | 4 | 3 | 2 | 1 |
| 3. make more effective decisions. | 4 | 3 | 2 | 1 |
| 4. work as a team member. | 4 | 3 | 2 | 1 |
| 5. follow rules and regulations for the good of the total membership. | 4 | 3 | 2 | 1 |
| 6. be a better citizen. | 4 | 3 | 2 | 1 |
| 7. identify the democratic ideals of our society. | 4 | 3 | 2 | 1 |
| 8. identify the responsibilities of a good citizen. | 4 | 3 | 2 | 1 |
| 9. identify the responsibilities of being a chapter member. | 4 | 3 | 2 | 1 |
| 10. begin to set additional personal goals. | 4 | 3 | 2 | 1 |
| 11. improve confidence in my work. | 4 | 3 | 2 | 1 |
| 12. improve my ability to express my opinions. | 4 | 3 | 2 | 1 |
| 13. increase my desire to work. | 4 | 3 | 2 | 1 |
| 14. develop skills that will prepare me for a future career. | 4 | 3 | 2 | 1 |
| 15. develop contacts with people now working in the various career fields. | 4 | 3 | 2 | 1 |
| 16. demonstrate the importance and dignity of work. | 4 | 3 | 2 | 1 |
| 17. identify family and community responsibilities. | 4 | 3 | 2 | 1 |
| 18. gain friends. | 4 | 3 | 2 | 1 |

| BEING A MEMBER OF MCA HAS PROVIDED ME THE OPPORTUNITY TO: | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|
| 19. become involved in projects involving groups outside of school. | 4 | 3 | 2 | 1 |
| 20. practice acceptable social and business manners. | 4 | 3 | 2 | 1 |
| 21. use parliamentary procedure. | 4 | 3 | 2 | 1 |
| 22. plan and conduct a meeting. | 4 | 3 | 2 | 1 |
| 23. introduce an individual to a group. | 4 | 3 | 2 | 1 |
| 24. improve my listening habits. | 4 | 3 | 2 | 1 |
| 25. speak effectively in front of a group. | 4 | 3 | 2 | 1 |
| 26. improve my ability to follow directions. | 4 | 3 | 2 | 1 |
| 27. improve my ability to give directions. | 4 | 3 | 2 | 1 |
| 28. profit from constructive criticism. | 4 | 3 | 2 | 1 |
| MY MCA CHAPTER: | | | | |
| 29. encourages members to dress appropriately for activities. | 4 | 3 | 2 | 1 |
| 30. helps improve members' attitudes about school. | 4 | 3 | 2 | 1 |
| 31. allows me to participate in the operation of local MCA functions. | 4 | 3 | 2 | 1 |
| 32. provides leadership training opportunities. | 4 | 3 | 2 | 1 |
| 33. develops a new program of activities/work each year. | 4 | 3 | 2 | 1 |
| 34. encourages members to take leadership roles. | 4 | 3 | 2 | 1 |
| 35. provides recognition through awards. | 4 | 3 | 2 | 1 |
| 36. provides sufficient activities to allow members an opportunity to achieve recognition. | 4 | 3 | 2 | 1 |
| 37. makes me feel proud to be a MCA member. | 4 | 3 | 2 | 1 |
| 38. provides ways for my family to become more involved in school activities. | 4 | 3 | 2 | 1 |

DIRECTIONS: As a member of MCA you have had the opportunity to experience or participate in a variety of chapter activities. Please rate your opinion of the following activities of your chapter by CIRCLING the appropriate number. Use the following descriptions in determining your response.

DESCRIPTORS FOR RATING SCALE

(5) SUPER . . . . . this MCA activity or project was WORTHWHILE and should be a regular activity each year.

(4) O.K. . . . . this MCA activity or project was AVERAGE and should be considered when planning activities for next year.

(3) BORING . . . . . this MCA activity or project was MARGINAL and needs some changes before considering for a future chapter function.

(2) FLOP . . . . . this MCA activity or project was USELESS and needs to be changed before being considered for a future chapter function.

(1) I DID NOT PARTICIPATE . . this MCA activity or project was conducted or participated in by the chapter, but I DID NOT PARTICIPATE or ATTEND.

| RATE THE ACTIVITIES/PROJECTS BELOW AS THEY APPLY TO YOUR CHAPTER. Example: By circling the number "4" you would have indicated you felt this activity/project of your chapter to be O.K. or AVERAGE. | SUPER--WORTHWHILE | O.K.--AVERAGE | BORING--MARGINAL | FLOP--USELESS | I DID NOT PARTICIPATE |
|---|---|---|---|---|---|
| ACTIVITY/PROJECT | | | | | |
| 1. Officer installation ceremony | 5 | 4 | 3 | 2 | 1 |
| 2. Member initiation ceremony | 5 | 4 | 3 | 2 | 1 |
| 3. Professional chapter meeting--educational | 5 | 4 | 3 | 2 | 1 |
| 4. Developed program of activities/work | 5 | 4 | 3 | 2 | 1 |
| 5. Developed local constitution and by-laws | 5 | 4 | 3 | 2 | 1 |
| 6. Officer election | 5 | 4 | 3 | 2 | 1 |
| 7. Opening and closing ceremonies at meetings | 5 | 4 | 3 | 2 | 1 |
| 8. Guest speakers at meetings | 5 | 4 | 3 | 2 | 1 |
| 9. Recruitment activity | 5 | 4 | 3 | 2 | 1 |
| 10. Social activity, example--dance/picnic | 5 | 4 | 3 | 2 | 1 |
| 11. Benevolent activity, example, food drive | 5 | 4 | 3 | 2 | 1 |
| 12. Assisted a charitable organization | 5 | 4 | 3 | 2 | 1 |
| 13. Scholarship promotion | 5 | 4 | 3 | 2 | 1 |
| 14. Parent's night activity | 5 | 4 | 3 | 2 | 1 |
| 15. Faculty Information activity | 5 | 4 | 3 | 2 | 1 |

| ACTIVITY/PROJECT | SUPER--WORTHWHILE | O.K.--AVERAGE | BORING--MARGINAL | FLOP--USELESS | I DID NOT PARTICIPATE |
|---|---|---|---|---|---|
| 16. Career Day or Career Clinic activity | 5 | 4 | 3 | 2 | 1 |
| 17. State MCA Conference | 5 | 4 | 3 | 2 | 1 |
| 18. District MCA Conference | 5 | 4 | 3 | 2 | 1 |
| 19. Leadership Workshops | 5 | 4 | 3 | 2 | 1 |
| 20. Field trips | 5 | 4 | 3 | 2 | 1 |
| 21. Makes presentations before groups | 5 | 4 | 3 | 2 | 1 |
| 22. Typical chapter meeting | 5 | 4 | 3 | 2 | 1 |
| 23. Conducted an "assembly program" for school | 5 | 4 | 3 | 2 | 1 |
| 24. Provided recognition for faculty and school personnel | 5 | 4 | 3 | 2 | 1 |
| 25. Presented an honorary membership or similar award | 5 | 4 | 3 | 2 | 1 |
| 26. Career Decision Making Contest | 5 | 4 | 3 | 2 | 1 |
| 27. Getting the Job Contest | 5 | 4 | 3 | 2 | 1 |
| 28. Keeping the Job Contest | 5 | 4 | 3 | 2 | 1 |
| 29. Communications Contest | 5 | 4 | 3 | 2 | 1 |
| 30. Poster Contest | 5 | 4 | 3 | 2 | 1 |
| 31. Chapter Scrapbook Contest | 5 | 4 | 3 | 2 | 1 |

MISSOURI CAREER ASSOCIATION (MCA) ADVISOR QUESTIONNAIRE

DIRECTIONS: Please complete the following information which is relative to your particular school and position. The information that you provide will be used for statistical purposes only. You will not be identified individually.

1. Sex: (1) MALE _____ (2) FEMALE _____

2. Answer all of the following questions that apply:
   a. number of years experience working with a youth employment program (i.e. CETA, private business school, vocational education), including this year. _____
      Name of program(s) other than JMG. _____
   b. number of years experience as a teacher in public and/or private schools. _____
   c. number of years experience teaching vocational education. _____
   d. number of years experience in business and/or industry. _____

3. Did you receive training (i.e. course work, practical experience) to work with the MCA student organization during preparation for becoming a job specialist?
   (2) YES _____ (1) NO _____

4. What additional course work or experiences do you believe are needed?
   _____
   _____

5. Were you a member of a vocational student organization (i.e. DECA, FBLA, FFA, FHA/HERO, HOSA, OEA, VICA) in:
   a. high school (2) YES _____ (1) NO _____
   b. post secondary (2) YES _____ (1) NO _____
   c. college (2) YES _____ (1) NO _____

   If you answered yes to a, b, or c, please list all of the vocational student organizations that apply to you: _____

   d. If you have ever advised one of the vocational student organizations referred to in 5, please list the organization and the number of years that you served as an advisor:

| ORGANIZATION | NUMBER OF YEARS ADVISED |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

6. Do you believe that the following statement reflects your belief in relation to MCA and the Jobs for Missouri Graduates program?
   MCA should be an integral part of the Jobs for Missouri Graduates program in that it should provide opportunities to further develop competenci · normally learned in the JMG instructional program.
   (2) YES _____ (1) NO _____

7. Should all students in the Jobs for Missouri Graduates program be members of MCA?
   (2) YES _____ (1) NO _____

8. Should every student enrolled in the Jobs for Missouri Graduates program be required to be a member of MCA?
   (2) YES _____ (1) NO _____

9. What percentage of student-members attend regularly scheduled chapter meetings of MCA at the following times? (CIRCLE the number in the column that applies):

| MEETING TIMES | AVERAGE PERCENTAGE OF MEMBERS ATTENDING | | | | |
|---|---|---|---|---|---|
| | N/A | Below 39% | 40-59% | 60-79% | 80-100% |
| DURING THE REGULAR SCHOOL DAY | 1 | 2 | 3 | 4 | 5 |
| BEFORE REGULAR SCHOOL DAY BEGINS | 1 | 2 | 3 | 4 | 5 |
| AFTER REGULAR SCHOOL DAY ENDS | 1 | 2 | 3 | 4 | 5 |
| EVENINGS | 1 | 2 | 3 | 4 | 5 |
| OTHER (please explain): | 1 | 2 | 3 | 4 | 5 |

10. Which of the following barriers have you encountered as an MCA advisor that impedes your ability to serve as a student organization advisor? (CIRCLE the number indicating your response)

| YES | NO | | |
|---|---|---|---|
| 1 | 2 | a. | LACK OF INTEREST ON THE STUDENTS' PART |
| 1 | 2 | b. | CONFLICTING STUDENT SCHEDULES |
| 1 | 2 | c. | LACK OF COMMUNITY SUPPORT |
| 1 | 2 | d. | LOCAL SCHOOL STUDENT GOVERNMENT |
| 1 | 2 | e. | LOCAL SCHOOL ADMINISTRATION |
| 1 | 2 | f. | EMPLOYMENT SCHEDULES OF STUDENTS |
| 1 | 2 | g. | FINANCIAL CONSTRAINTS |
| 1 | 2 | h. | OTHER TEACHERS WITHIN THE LOCAL SCHOOL SYSTEM |
| 1 | 2 | i. | MY PERSONAL LACK OF UNDERSTANDING ABOUT MCA |
| 1 | 2 | j. | MY LACK OF TIME |
| 1 | 2 | k. | OTHER (please explain): _____ |
| 1 | 2 | l. | OTHER (please explain): _____ |

11. What do you believe the student members of the MCA chapter like BEST about the organization? (Please list a minimum of three, if possible.)

A. _____

B. _____

C. _____

12. What do you believe the student-members of the MCA Chapter like LEAST about the organization? (Please list a minimum of three, if possible.)

A. _____

B. _____

C. _____

13. In your opinion, why do most Jobs for Missouri Graduates join MCA?

_____

_____

14. How would you rate your attitude toward MCA and it's activities?

_____ (5) I AM A STRONG SUPPORTER--I THINK IT'S VERY IMPORTANT.

_____ (4) I AM AN ABOVE AVERAGE SUPPORTER--I THINK IT'S IMPORTANT.

_____ (3) I AM AN AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.

_____ (2) I AM A BELOW AVERAGE SUPPORTER--I THINK IT'S OF LITTLE IMPORTANCE.

_____ (1) I DO NOT SUPPORT--I THINK IT'S OF NO IMPORTANCE.

15. Rank the following statements concerning the role of an MCA Chapter Advisor from most important (1) to least important (5).

_____ PROVIDES LEADERSHIP.
_____ SERVES AS A GUIDANCE/RESOURCE PERSON FOR STUDENT-MEMBERS.
_____ SHARES LEADERSHIP RESPONSIBILITIES WITH STUDENT-MEMBERS.
_____ VOLUNTEERS ASSISTANCE WHEN THE NEED ARISES.
_____ ASSISTS ONLY WHEN ASKED.

16. How often do you meet with the chapter officers and/or student-members for chapter program planning purposes?

_____ (5) ONCE PER MONTH
_____ (4) ONCE PER WEEK
_____ (3) PRIOR TO AN ACTIVITY
_____ (2) NOT AT ALL
_____ (1) OTHER (please explain): _____

17. How many hours do you spend per month on MCA activities outside the regular 6 to 7 period school day?

_____ HOURS PER MONTH.

18. To what degree do you believe the present activities of MCA are accomplishing the stated goals and objectives of the organization?

____ (5) GREATLY EXCEEDING
____ (4) ABOVE AVERAGE
____ (3) AVERAGE
____ (2) BELOW AVERAGE
____ (1) NOT MEETING

19. How can the local MCA Chapter activities be improved? _____

_____

_____

20. What MCA activities do you consider appropriate to be held during time scheduled for instruction and student competency development?

_____

_____

21. On the average, how many hours of the time scheduled for instruction and student competency development is spent on the above MCA activities each month? _____ HOURS PER MONTH.

22. What three MCA activities do you believe are the most important to the student-members?

A. _____
B. _____
C. _____ _____

DIRECTIONS: As an MCA Chapter Advisor, you have had the opportunity to supervise a variety of experiences. Please CIRCLE the number to the right of each statement which best represents your feeling or belief toward the statement. Use the rating scale given below to indicate your response.

DESCRIPTORS FOR RATING SCALE

(4) STRONGLY AGREE . . . . I TOTALLY SUPPORT and believe that this statement is TRUE.
(3) AGREE . . . . . I SUPPORT and/or believe that this statement is PARTIALLY TRUE.
(2) DISAGREE . . . . . I FIND LITTLE TO SUPPORT and/or believe that this statement is PARTIALLY FALSE.
(1) STRONGLY DISAGREE . . I CANNOT SUPPORT and believe that this statement is FALSE.

| RATE THE STATEMENTS BELOW AS THEY APPLY TO YOUR STUDENT-MEMBERS<br>Example: By circling the number "3" you would have indicated that you support the statement or feel it to be PARTIALLY TRUE. | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|
| AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE MCA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO: | | | | |
| 1. demonstrate respect for the rights of others. | 4 | 3 | 2 | 1 |
| 2. become more dependable. | 4 | 3 | 2 | 1 |
| 3. make more effective decisions. | 4 | 3 | 2 | 1 |
| 4. work as a team member. | 4 | 3 | 2 | 1 |
| 5. follow rules and regulations for the good of the total membership. | 4 | 3 | 2 | 1 |
| 6. be a better citizen. | 4 | 3 | 2 | 1 |
| 7. identify the democratic ideals of our society. | 4 | 3 | 2 | 1 |
| 8. identify the responsibilities of a good citizen. | 4 | 3 | 2 | 1 |
| 9. identify the responsibilities of being a chapter member. | 4 | 3 | 2 | 1 |
| 10. begin to set additional personal goals. | 4 | 3 | 2 | 1 |
| 11. improve confidence in their work. | 4 | 3 | 2 | 1 |
| 12. improve their ability to express their opinion. | 4 | 3 | 2 | 1 |
| 13. increase their desire to work. | 4 | 3 | 2 | 1 |
| 14. develop skills that will prepare them for future careers. | 4 | 3 | 2 | 1 |
| 15. develop contacts with people now working in the various career fields. | 4 | 3 | 2 | 1 |
| 16. demonstrate the importance and dignity of work. | 4 | 3 | 2 | 1 |
| 17. identify family and community responsibilities. | 4 | 3 | 2 | 1 |
| 18. gain friends. | 4 | 3 | 2 | 1 |
| 19. become involved in projects involving groups outside of school. | 4 | 3 | 2 | 1 |
| 20. practice acceptable social and business manners. | 4 | 3 | 2 | 1 |
| 21. use parliamentary procedure. | 4 | 3 | 2 | 1 |
| 22. plan and conduct a meeting. | 4 | 3 | 2 | 1 |
| 23. introduce an individual to a group. | 4 | 3 | 2 | 1 |

| AS A RESULT OF THE STUDENTS BEING A MEMBER OF THE MCA CHAPTER, THEY HAVE BEEN PROVIDED THE OPPORTUNITY TO: | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|
| 24. improve their listening habits. | 4 | 3 | 2 | 1 |
| 25. speak effectively in front of a group. | 4 | 3 | 2 | 1 |
| 26. improve their ability to follow directions. | 4 | 3 | 2 | 1 |
| 27. improve their ability to give directions. | 4 | 3 | 2 | 1 |
| 28. profit from constructive criticism. | 4 | 3 | 2 | 1 |
| THE LOCAL MCA CHAPTER: | | | | |
| 29. encourages members to dress appropriately for chapter functions. | 4 | 3 | 2 | 1 |
| 30. helps improve member's attitudes about school. | 4 | 3 | 2 | 1 |
| 31. allows members to participate in the operation of local MCA functions. | 4 | 3 | 2 | 1 |
| 32. provides leadership training opportunities. | 4 | 3 | 2 | 1 |
| 33. develops a new program of activities/work each year. | 4 | 3 | 2 | 1 |
| 34. encourages members to take leadership roles. | 4 | 3 | 2 | 1 |
| 35. provides recognition through awards. | 4 | 3 | 2 | 1 |
| 36. provides sufficient activities to allow members an opportunity to achieve recognition. | 4 | 3 | 2 | 1 |
| 37. makes them feel proud to be a MCA member. | 4 | 3 | 2 | 1 |
| 38. provides ways for their family to become more involved in school activities. | 4 | 3 | 2 | 1 |

DIRECTIONS: CIRCLE THE NUMBER "2" for YES; "1" for NO; corresponding to the activities conducted by the local MCA Chapter.

THE LOCAL MCA CHAPTER:

| YES | NO | |
|---|---|---|
| 2 | 1 | 1. CONDUCTS AN OFFICER INSTALLATION CEREMONY |
| 2 | 1 | 2. CONDUCTS A MEMBER INITIATION CEREMONY. |
| 2 | 1 | 3. CONDUCTS AT LEAST ONE PROFESSIONAL CHAPTER MEETING PER MONTH |
| 2 | 1 | 4. DEVELOPS AN ANNUAL PROGRAM OF WORK/ACTIVITIES. |
| 2 | 1 | 5. HAS A LOCAL CONSTITUTION AND BY-LAWS. |
| 2 | 1 | 6. HAS AN ELECTION OF OFFICERS IN AN ORGANIZED PROCESS. |
| 2 | 1 | 7. USES OPENING AND CLOSING CEREMONIES AT CHAPTER MEETINGS. |
| 2 | 1 | 8. HAS PRESENTATIONS BY GUEST SPEAKERS AT CHAPTER MEETINGS. |
| 2 | 1 | 9. CONDUCTS A MEMBERSHIP DRIVE OR RECRUITMENT ACTIVITY. |
| 2 | 1 | 10. CONDUCTS A SOCIAL/RECREATIONAL ACTIVITY (i.e. dance, picnic) |
| 2 | 1 | 11. CONDUCTS A BENEVOLENT ACTIVITY (i.e. food drive) |

DIRECTIONS: CIRCLE THE NUMBER "2" for YES; "1" for NO; corresponding to the activities conducted by the local MCA Chapter.

THE LOCAL MCA CHAPTER:

| YES | NO | | |
|---|---|---|---|
| 2 | 1 | 12. | ASSISTS A CHARITABLE ORGANIZATION. |
| 2 | 1 | 13. | CONDUCTS ACTIVITIES ENCOURAGING SCHOLARSHIP BY MEMBERS. |
| 2 | 1 | 14. | CONDUCTS A PARENT'S NIGHT OR PARENT/MEMBER ACTIVITY. |
| 2 | 1 | 15. | CONDUCTS AN ACTIVITY TO ACQUAINT SCHOOL FACULTY AND ADMINISTRATION WITH MCA. |
| 2 | 1 | 16. | PARTICIPATES IN A CAREER DAY OR CAREER CLINIC ACTIVITY. |
| 2 | 1 | 17. | PARTICIPATES IN STATE CONFERENCE. |
| 2 | 1 | 18. | PARTICIPATES IN DISTRICT CONFERENCE(S). |
| 2 | 1 | 19. | PARTICIPATES IN OR CONDUCTS LEADERSHIP WORKSHOPS. |
| 2 | 1 | 20. | CONDUCTS FIELD TRIPS. |
| 2 | 1 | 21. | MAKES PRESENTATIONS BEFORE CIVIC OR BUSINESS GROUPS. |
| 2 | 1 | 22. | USES RECOMMENDED PARAPHERNALIA AT CHAPTER MEETINGS (i.e. gavel, banner, etc.) |
| 2 | 1 | 23. | CONDUCTS AN ASSEMBLY PROGRAM FOR THE SCHOOL. |
| 2 | 1 | 24. | PROVIDES RECOGNITION FOR FACULTY AND SCHOOL PERSONNEL. |
| 2 | 1 | 25. | PRESENTS AN HONORARY MEMBERSHIP OR SIMILAR AWARD. |
| 2 | 1 | 26. | HAS ARTICLES CONCERNING MCA ACTIVITIES IN THE SCHOOL NEWSPAPER. |
| 2 | 1 | 27. | HAS ARTICLES CONCERNING MCA ACTIVITIES IN THE LOCAL COMMUNITY NEWSPAPER. |
| 2 | 1 | 28. | PROVIDES INFORMATION RELATED TO CAREERS. |
| 2 | 1 | 29. | MAINTAINS OFFICIAL CHAPTER NOTEBOOKS (i.e. MCA Secretary's book, MCA Scrapbook). |